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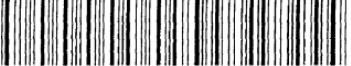
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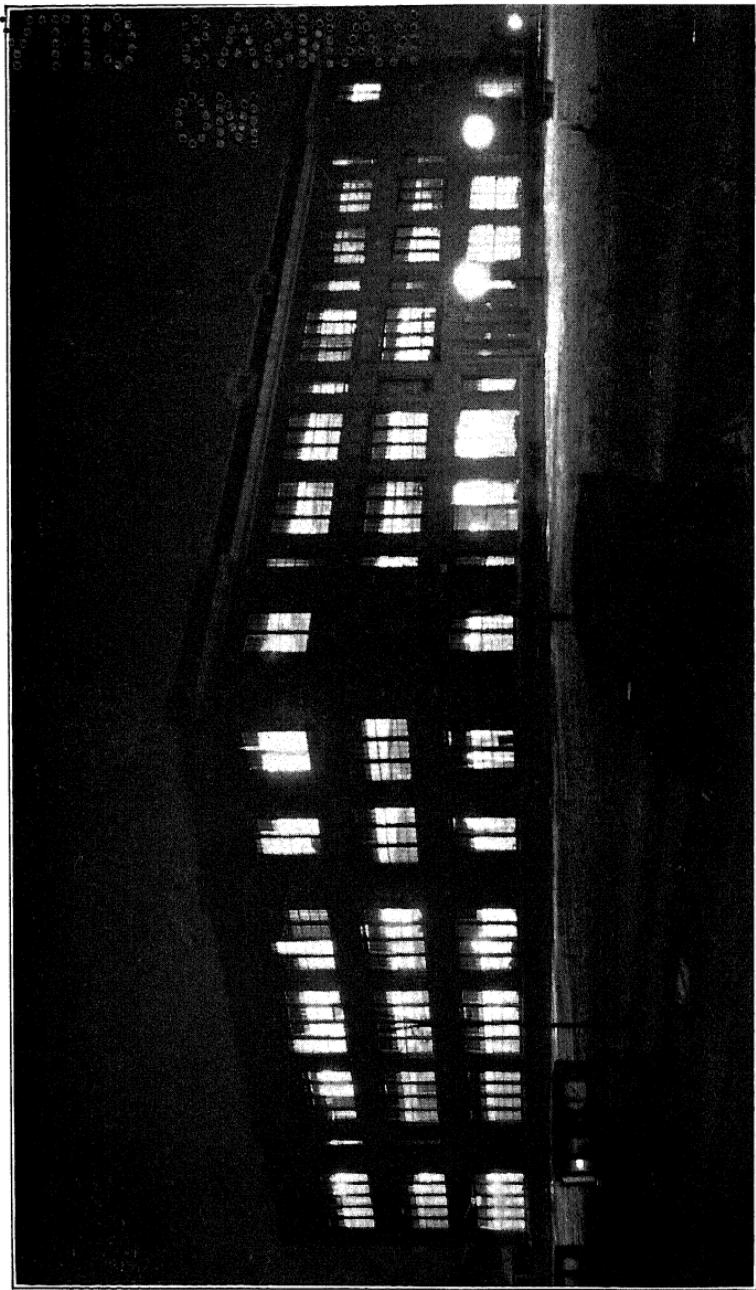
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**THE COSMOPOLITAN
EVENING SCHOOL**

Evening School—the School of Opportunity



The Century Vocational Series
Edited by Charles A. Epphases:

THE COSMOPOLITAN EVENING SCHOOL

ORGANIZATION AND ADMINISTRATION

BY

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TO MY WIFE
HELLEN CLARK FRIESE

Whose interest and help have done much to
assist me in the solution of school problems

PREFACE

This book is the result of eight years of study, experience and experimentation in evening school organization, administration and teaching. It is offered as a humble beginning in an educational field almost untouched. It is hoped that it will lead to further efforts in the spread of adult evening education, and to more extensive literature in this field.

The cosmopolitan aspect of evening school offerings is emphasized. The subjects offered should be in harmony with local needs and commensurate with the size of the community. However, a broad point of view should be maintained toward meeting as wide a range of educational needs as is possible.

The point of making evening schools quickly responsive to current educational needs is likewise emphasized. If evening schools are to serve most effectively, they must be adaptable to change in offerings, subject-matter and class organization. They should, however, hold to all the advances made and the lessons learned. A guiding principle in their conduct should be to meet all of the educational problems of all of the adults of a community so far as that is practicable. Evening schools might be and have been called opportunity schools.

This book is written with the hope that it will be of help to three distinct groups of people. The first is students in colleges of education, normal schools and teach-

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ers' colleges, majoring in the field of administration, both general and vocational. The second group is composed of principals, directors and other evening school officials. The third important group is superintendents of schools in medium-sized and small-sized cities and villages, and principals of consolidated rural schools. It is in the hands of these officials that a considerable degree of future evening school extension lies. The field in which these educators work is still largely untouched by evening education. This book shows, it is hoped, that evening schools are feasible even in small communities.

JOHN F. FRIESE.

FOREWORD

We are accustomed to regard organized education as a service for youth only, but the adult also has needs and rights which are largely neglected or ignored, so far as publicly supported education is concerned. Nothing proves this statement more conclusively than the growth of the correspondence school movement, which in the year 1924 provided more than 1,500,000 students with their only available means of training. This represents the struggling efforts of adults to secure at large expense and by the least effective method for most of them the help which they should be able to get at public expense in their own communities.

In some States of the Union it is still illegal to expend public money for day-schools enrolling persons over twenty-one years of age. There are still on the statute books of some States legal barriers which hamper the use of such money for the general education of adults in evening classes. In some communities there has been a gratifying development of evening classes, especially in vocational education; but the number of these communities and the number of persons reached by this service is pitifully small when contrasted with the needs of our adult population. For ten years, States and local communities have had an opportunity to use federal moneys for evening extension classes in trades and industries, home economics and agriculture, yet the total

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number reached by this service in 1926-1927 was less than 300,000 adults out of the total of many millions.

The above statement does not ignore the fact that evening elementary schools, evening high schools and evening classes in industrial, home economics, commercial and agricultural subjects and university extension classes are increasing in number and are serving a growing proportion of our adult population. When that fact is granted, however, the provisions thus far made as compared with the need, still remain tragically inadequate, although they constitute a somewhat heartening promise for the future.

This apparent indifference to the problem is due to a number of causes, but the greatest of these is our failure to recognize that in this democracy we are dealing with a changing citizen in a changing environment, whose interests and needs never remain stationary but are constantly altering to meet new demands and new opportunities.

We have centered our attention upon the education of youth largely on the theory that young people constitute our future citizenship, and we have hopes of doing something with them which will improve things in the next generation. Meanwhile, we have rather unconsciously assumed that it is too late to do anything for the present generation of adults, and that they are either so incompetent or so unworthy as to make the attempt hopeless. Aside from the injustice of this policy, it is foolishly unwise. The greatest immediate return to the State comes through the efficiency of its adult population. If the present situation shows anything, it shows that this coun-

try needs social intelligence on the part of adults to meet its current problems.

Still another factor which has delayed the present amazing rapid development of adult education has been the belief which is perhaps best phrased in the common saying that "he is too old to learn," or perhaps worse still, that "I am too old to learn." There has been a great deal of talk about childhood being the time to "learn" because then the mind is impressionable and plastic, but only a half truth has been stated. The implication is that adults cannot learn!

It is undeniably true that children learn easily, particularly when the teaching process uses appropriate activities through which they learn to think by doing and learn to do by thinking. Their trouble is lack of experience in real affairs as stuff with which to think. With their minds comparatively free from worry or accumulated experience, they do exhibit a readiness in memorizing and recalling for a short while a large body of information. In other words, they build up short-time habits—short-time associations of facts with which they have had no experience. Unfortunately, we do not establish habits of thinking in this way. We get them by thinking about real problems in the light of the real experiences of our own lives and with the help of the additional knowledge of others that bears on the matter in hand.

Here every advantage lies with the adult. He is not interested in committing information or ideas to memory merely for examination purposes. He knows what he wants to get. Always, when he is free to choose, it is knowledge or skill that will help him to get ahead in life, or give him a better understanding, a better insight into

those things which appeal to his interest, that he selects. In democracy's school he has been through the mill of real experience and he has a background of facts and ideas which he did not possess as a child. Consequently, he is better equipped, has more ability, if you will, to learn, than in childhood or youth. Instead of being "too old to learn," he is ripe for learning, if by learning we mean efficient use of knowledge to solve problems—straight thinking with real facts and ideas about real affairs.

Recent studies by eminent psychologists confirm these statements. As learners, all of us probably reach our maximum mental capability somewhere around the time when we become old enough to vote. On that level of mental vigor we remain for a considerable length of time, which varies greatly with different people and which also undoubtedly varies according to our health and physical condition. Dr. Thorndike is authority for the statement that when we drop away from this top level of mental efficiency we lose it very slowly—at the rate, let us say, of about 1 per cent annually. Adults come to their full capacity to learn after life has given them the experience with which to learn!

This only confirms what common sense teaches every man through his own experience and through the observation of others. If adults could not learn, what would become of the world? Youth for dreaming and age for wisdom! Youth to fix habits of learning and maturity to use them to full advantage. All our days we learn.

At birth we matriculate, but we "check out" only on the day when we keep our rendezvous with the grim reaper!

Although men have always recognized in a way that

they were learning and must constantly learn the vital things about their economic and civic problems, apparently they have been intimidated in the past, so far as organized instruction and "book learning" are concerned, by the oft repeated statement that "he is too old to learn." But millions have now come to realize that this is not true and are now engaged in laying the ghost of an old delusion. To-day it is safe to say that almost as many adults are pursuing some kind of systematic education as the total number of youth enrolled in our high schools and colleges. This is the other side of the picture of adult education!

As has already been pointed out, the movement to provide an extensive educational service for citizens has not yet received the support of public funds which it needs and deserves. Much has been accomplished through agricultural extension work, university extension classes and part-time and evening schools in local communities. But the need and the opportunity for publicly supported education for adults is so great that all which has been accomplished represents only a beginning. More than half of the organized training which employed citizens pursue is paid for out of their own pockets.

Thus far the least progress in the development of educational help for adults at public expense has been made by local communities, but even here we are on the eve of a pronounced forward movement. Most local evening classes are vocational in their content and aim, and are supported in part by State and national funds under the Vocational Education Act. Probably 90 per cent of all the organized education which adults are now pursuing is vocational. We need more of this kind of service, but

we also need to develop in every American community opportunities for citizens to get similar educational help along every line of interest and responsibility.

This means in many localities the establishment of the Cosmopolitan Evening School, the doors of which are open to give any group any education they want, whether vocational or general, at any time they want it. Such a school is in the truest sense of the word an Opportunity School. It provides opportunity in a double way—better opportunity for citizens to increase their efficiency and broaden their lives, and wider opportunity for the schools to serve the whole community.

This book undertakes to set up the case for the Cosmopolitan Evening School and to provide public school men with information and suggestion concerning its many and difficult but fascinating problems. The author made a conspicuous success of such a school in a typical mid-western city of less than 40,000 inhabitants. Consequently, he has brought to his task a deep interest in the problem and a ripe experience in handling it. All those who are interested from any angle in adult education, and particularly in the place of the public school in the movement, will find this book of great interest and service.

C. A. PROSSER.

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JOHN F. FRIESE.

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**THE COSMOPOLITAN
EVENING SCHOOL**

THE COSMOPOLITAN EVENING SCHOOL

CHAPTER I

NATURE, OBJECTIVES, AND POSSIBILITIES

Evening school instruction is one of the most important phases of adult education.¹ With the growing realization that a person's education is never completed, the extension of evening school instruction has been rapid in the last decade. This type of instruction makes a specific contribution to the movement for adult education in that it reaches many who would not otherwise be benefited. Richard R. Price, Director of the Extension Department of the University of Minnesota, has said that when many years hence, the history of the present age is written, the recognition of and interest and effort made in adult education in its many forms will take a prominent place.

Because it is free, readily accessible and pleasant, and because its advantages are apparent, evening school instruction, effectively administered, can be made to reach almost any one in a community. It has grown to such an extent that it is no longer looked upon as an educational appendage, but as an integral part of a school system. It can be thoroughly organized, administered and

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supervised. Once established, and after it has shown its worth, public opinion demands its retention and development.

The growth of what might well be called cosmopolitan evening schools (in comparison with cosmopolitan high schools) has somewhat paralleled that of the junior high school. True, examples can be found of evening schools which have been in operation for many years, but reference here is to the extensive growth in the last ten years.

The advancement that has been made has come about by extensive trial-and-error procedure. Experimentation has been necessary. Up to the present time the literature that has appeared on the subject has been meager. It has recorded some attempts, it has set up aims and it has dealt with subject-matter and methods. Generally it has been scattered because of the variety of interests represented in the evening schools. Usually it has appeared in periodicals.

The writer realizes only too well the long distance that remains to be traveled before evening schools are fully as effective as day-schools.¹ The two greatest and most inclusive problems are (1) organization and administration and (2) teacher-training and supervision. In this volume an attempt will be made to point out some lessons learned in organization and administration, with just a suggestion of what is included in the field of teacher-training and supervision. The writer makes this offering humbly, knowing it to be merely a beginning. He makes it in the hope that it will encourage those who have not attempted evening school work to do so, and

¹ Read "Efficiency Factors in Adult Education," *Committee Report*, Appendix A, pp. 335ff.

that all who are interested in this work will find some phases treated which may be suggestive to them.

The data in this book, the deductions arrived at from data and experimentation and the lessons learned from observation come from eight years of experience in evening school teaching and administration. The system has grown in that time from two classes (Americanization and trade) of sixty pupils to a cosmopolitan evening school system of 660 pupils, and two centers. During those years the population of the city increased from 16,000 to 22,000.

There are much larger evening schools, but the problems underlying the organization and administration of these are to a considerable extent a multiplication of basic activities. Although the problems of evening school organization and administration in large cities are more complex, they are mitigated somewhat because adequate funds are usually more readily procurable, and there are models to follow. The writer hopes to show the desirability and feasibility of having evening schools in small cities and even in communities in the village category.

Evening School Pupils

Above compulsory school age.—To determine the nature and objectives of and possibilities in evening school instruction, one must first study the individuals who are to receive it. The first and basic consideration is that they are above the age of compulsory all-day school attendance. This age varies in different States, but is generally from fourteen to sixteen years. In a very few states it is seventeen. The only exception to this minimum age-requirement for evening school attendance

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should be the pupil under the minimum compulsory day-school age who is employed by reason of his securing a work permit. This condition may exist in States which do not have part-time laws.

In this same connection it is also of importance to note that the federal Smith-Hughes Act, which grants aid in three subsidized fields of vocational education, specifically names sixteen years as the minimum age for entrance to evening industrial classes. Pupils in these classes must have entered upon the work of a trade or industrial pursuit. The fact that such individuals must be employed is in itself a guarantee that they will be of some minimum age, and are in reality young adults.

Statistics from the Federal Board for Vocational Education show that at the beginning of the operation of this law, the average age for evening industrial pupils was between twenty-three and twenty-four years. Figures in a cosmopolitan evening school in St. Cloud, Minnesota, show two-thirds of the pupils to be over twenty-one years of age.

Subject-matter, methods and administration planned for adults.—It has been pointed out that the majority of evening school pupils have reached adulthood. This is an important consideration in the determination of subject-matter, methods and administration. Unless it is kept in mind constantly, instruction cannot succeed. All of these items will be dealt with in detail in later chapters. They are but touched upon here to secure a proper perspective of this type of school.

The subject-matter of some courses may be of a higher level than is found in high school classes because of the maturity of the pupils. An advanced home-making course

in tailoring is an example. In other instances work of high school level may be covered in a briefer time than is required in that school. A certain French class did one semester's work in about forty-five hours of classroom instruction, or one half of the time required in the day high school. Grade-school classes and Americanization work are usually covered very rapidly because of maturity.

In commercial, home-making and trade classes, only such subject-matter as measures fully with that of the occupation taught will stand the test of the pupils. If this standard is not reached, the class will rapidly dwindle in size.

Several factors enter into adequate methods of instruction. Briefly stated, some of the most important follow. Instruction must be intensive and to the point, must provide for considerable pupil activity and must be presented in a coöperative spirit. A position of superiority assumed by the teacher is a sure way to kill the interest and spirit of an evening class. The teacher should not be too familiar with his pupils in his methods of teaching, for he should command respect, but his spirit of presentation and conduct of instruction may be summed up by the sentence: "Come on, fellows; let's go."

From the administrative standpoint the adult pupil requires special consideration. The psychology behind the short-unit course is an important example. In all situations where the school administrator or teacher comes in contact with the pupil, it must be on a businesslike basis. The pupil attends only because he is sure he is getting something of special value to him. Many details of administration found in day-schools do not appear at all.

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Discipline is one such. In the writer's experience, he has dismissed but one pupil for conduct. Other details found in compulsory day-school administration would be petty in an evening school. Such actions as are necessary can be accomplished without irritation if the approach is made properly. Some of these might be connected with collection of material fees, smoking in a school building, use of equipment and return to school after long absence.²

Main Objective

The first purpose of evening schools was to continue and supplement (and sometimes to provide) elementary education for those who had not had, or who had neglected early educational advantages. To-day, evening schools are looked upon as an essential part of any scheme of education, either vocational or academic, that aims to reach all the people. By *vocational education* is meant any form of education which is planned to fit an individual to enter into and pursue a recognized, profitable occupation, including home-making.

It may be said, then, that evening schools are primarily for those who are or who feel that they are handicapped vocationally, academically or culturally. These individuals are both native and alien. To meet the expressed needs of these people in all their variety and form is the main objective of evening instruction. These needs cannot always be met because of administrative factors. Herein lies one of the big problems of successful administrative planning.

² The significance of teaching adult persons is clearly indicated in the *Report of the American Vocational Association Committee*, Appendix A, p. 291.

With the broad conception of the main purpose of evening school instruction in mind, it is necessary that administrators study the local situation. They must plan specific types of work or groups of subjects centered around the vocational, academic or cultural activities and interests of mankind. A selection must be made of those classes and courses of study which seem most applicable to the local conditions.

Types of Education Offered

Extensive field.—If the statement is accepted that evening school work may find its source in any of the vocational, academic or cultural activities of mankind, we may expect the offerings to fall into many groups of subjects. These are just as varied as those found in a modern elementary school, junior high school or cosmopolitan senior high school, but they are not more varied. These types of education, around which classes are formed and courses built, are listed below:

Americanization

English and citizenship

Trade and industrial

Extension and preparatory

Vocational home-making

Commercial

Extension and preparatory

Agricultural (extension)

Elementary school subjects

Physical education

Art (fine and "hand-craft")

High school academic subjects

Junior college subjects

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A study of the above types of instruction quickly reveals the fact that, taken in groups, all of them are open to both men and women. (Men cooks have been enrolled in cooking classes.) The relative importance of these various types of education varies with the needs of individual communities. A more extended discussion of these phases, together with a brief consideration of each type of work, appears in Chapter IX.

Future Possibilities

Recognition of present weaknesses.—No better way of considering future possibilities can be found than first to analyze present weaknesses. Some of these weaknesses are inherent in the organization and cannot be remedied to any great extent. Others are not inherent, but are the result of rapid growth and experimentation with subject-matter and methods in a new field of education. These can and will be remedied.

Inherent weaknesses.—Two of the most evident weaknesses which are inherent are the voluntary nature of attendance and the time of day at which the school operates. Attendance is of course wholly voluntary. Many pupils come with a definite purpose, some have to be assisted in forming such a purpose and some come with no purpose at all. The latter come because friends do, because they have nothing else to do or because the school offers a pleasant place to spend the evenings. However, all come of their own volition. If those who come with a purpose do not get the instruction they desire, they drop out. If, in the other cases, the attraction of the school pales or other outside attractions appear, the other group of pupils drops out either temporarily or permanently.

It must not be interpreted that there are no standards of punctuality or attendance because of the voluntary nature of the school. Most of the pupils are conscientious and have a good influence on others who are not. Improvement in these matters can be accomplished.

The second inherent weakness, the time of day at which the school operates, can be modified only in a very few isolated instances, such as afternoon classes in vocational home-making subjects. It is only because the school operates after work hours that the attendance of those who take advantage of it in greatest numbers is made possible. It cannot be denied that the intellectual or the physical energies of most people are at a low ebb after the day's work and the evening meal are over. It must be remembered, however, that much of the evening school instruction (intellectual, physical or manipulative) may be and often is different from the activities pursued during the day. This change is in itself often refreshing. The many who do attend with a purpose have the factor of interest to spur them on. They realize, as evidenced by their attendance, that the person who measures his effort by the time-clock gets nowhere. The impediment of time of operation, so far as mental and physical effort is concerned, does have numerous modifying influences.

Weaknesses not inherent.—Among non-inherent weaknesses, the chief one is lack of trained teachers. The rapid development of evening schools has required the employment of teachers not specifically trained for teaching adults. This defect can be remedied. It will be considered at greater length in Chapters XI and XIII.

Closely associated with the problem of improperly trained teachers is the problem of supervision. Adminis-

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trators usually have little time to devote to improving teachers. They should have very much more. The usual methods of supervision, namely, class visitation followed by constructive suggestion, teachers' meetings and mimeographed teaching helps, can be augmented by another method. This is to improve teachers through directed work on their courses of study. This method can often be followed with a minimum amount of individual supervision. It produces concrete and workable courses of study. It throws responsibility for continued effort upon the teachers. It keeps the faculty "stirred up" and thinking. In brief, it accomplishes its chief purpose of supervision through teacher training in service, together with the production of organized courses of study.

A third weakness has been touched upon, namely, courses of study. Frequently these have been very general in nature. They should be intensive and specific. In the so-called practical subjects they should be closely related to the actual daily experiences of the factory, office, business or home. This deficiency can be removed.

All that is accomplished toward removing these weaknesses means the upbuilding of evening school instruction. The future possibilities of truly effective evening instruction are closely associated with the betterment of these factors which can be changed.³

General improvement of citizenry.—Every thinker recognizes the desirability of and the need for the continued development of a more intelligent citizenry in our democracy. A future possibility which may confidently be expected, though not measured at the present moment, is

³ For an excellent picture of present conditions in the field of adult education, see Appendix A, pp. 291ff.

that such development may come through adult education in all of its forms. In this development evening schools take a prominent place. This is due to the large numbers who come in contact with them, to their cosmopolitan student body, and to the variety of interests which may find a place for development. Extensive groups of adults who are developing, be it intellectually physically or vocationally, undoubtedly are better actual or potential citizens than those whose lives are at a standstill in these matters.

Life's problems in the modern world are becoming more and more complex. They are ever changing. To keep pace with life to-day requires constant educational effort of some form.

The evening school offers the opportunity to many who could not otherwise avail themselves of instruction desired. Many Americans recognize this complex and changing condition in our life, and also the part that evening schools are playing in meeting it. No other interpretation can be made of the fact that large numbers are to be found enrolled in these schools, even up to the ages of seventy, seventy-five and eighty-odd years.

Dr. Charles A. Prosser, in addressing the Louisville meeting of the American Vocational Association (1926), laid particular emphasis upon the need for adult education in our democracy. He indicated some of the serious problems confronting us. He felt that adult education is the only means of saving the nation from some of the errors into which it has now fallen. Part-time education alone, he thought, was being questioned as a means of doing this. He expressed it as his belief that the "safety factor" in our national life was increasing materially as

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adults studied, be it individually, collectively in groups, in evening schools, in part-time schools, in extension classes or through correspondence work.⁴

A conception of the importance of evening school work in this program of improvement may be formed from data in the 1922-1924 *Biennial Survey of Education of the United States Commissioner of Education*. A summary of public evening school attendance in cities of over 10,000 population for the school year 1923-1924 follows. The total evening school attendance for that year would of course be greater if cities under 10,000 population were included.

EVENING SCHOOL ATTENDANCE IN CITIES ABOVE 10,000 POPULATION

Cities	Students		
	Elementary	High	Vocational
10,000 to 30,000.....	41,911	12,935	8,207
30,000 to 100,000.....	39,055	62,158	37,695
100,000 and more.....	181,099	283,439	94,129
Total	262,065	358,532	140,031 *

Grand total 760,628.

* See reference to this number on p. 167.

Moral and social values.—The moral and social worth of evening school instruction cannot always be measured adequately. Outward evidences may be taken as a guide to tentative conclusions at least. The writer has known many young and middle-aged men over a considerable period of years who through attendance upon physical education and other classes in evening schools have found an outlet for energy and self-expression in a wholesome manner.

⁴ Appendix A contains much on the social philosophy of adult education; see especially pp. 306ff.

The writer has likewise seen the social worth arising from the establishment of evening schools. Adults naturally become set in their ways and manners of living, in their thoughts, likes and prejudices. As a great leveler of races, political ideals, creeds and economic strata in society, the evening school must be placed in a front rank. With better social understandings among the adult citizens of a community come also better civic understanding and growth.

The more intangible potentialities for good which may result from evening school work in the economic, political, cultural, vocational, moral and social development of the citizens of a community are not always possible of exact measurement. Evidences of such development are not wanting, however.

Results

"Here the young man has learned his trade and left the streets because he is no longer idle; the crippled man has been trained to take his place not through sympathy but by the efficiency of his work; the foreigner has learned to speak English, has made friends, and is taking out his naturalization papers; his boy is learning a trade in the school and his daughter is learning to cook American food; the misfit has trained for and entered into the work for which he is naturally adapted; the apprentice enjoys the day's work because he knows the WHY of what he is doing; the girl in business enters on her work with assurance because she knows that she can do it; the working woman looks forward to her hour with books; the illiterate has learned to read and the world of books is opening up to him; the man has finished his high school and may go on in his desired profession."—*From The Opportunity School (Denver)*, p. 26.

QUESTIONS

1. Explain how the pupils of a cosmopolitan evening school represent a fairly accurate cross-section of the population of a community.
2. Justify a cosmopolitan evening school. Why does it have greater justification in many instances than one which offers but one general type of work?
3. Explain how all types of education are of equal importance taken as a whole. Why are some types of education of greater importance in one community than in another? Illustrate with several examples.
4. What effect does the fact that the pupils are adults have on subject-matter, methods and administration?
5. Outline and explain the importance of some of the rather intangible results of evening education, evidenced but possibly not measured, as they affect the general intelligence of a great body of citizenry in the American democracy.

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CHAPTER II

SHALL THERE BE AN EVENING SCHOOL?

The answer to the question, "Shall there be an evening school or evening schools in a community?" depends on many factors which must be carefully studied.¹

Size of Community

Generally speaking, the size of the community should effect the situation very little. Any community which has a public school may have an evening school. It is not even necessary to have classes held in a school building. They may be held in homes and other places. In Minnesota, citizenship and elementary school classes may be organized in rural districts and receive State aid if the classes have an average attendance of but four.

The rural school, as the center of a school district, or the village school, as the center of a larger village and rural district, may become the centers for vocational agricultural classes and home-making classes. Such classes may also be sponsored and operated by States, counties, local communities, philanthropic organizations and by associations and clubs having a unity of interest and purpose. The "moonlight schools" of one section of the South

¹ The basic reasons for acceptance of adult education as an integral part of education are listed and discussed in Appendix A, p. 291; and relative values of adult and juvenile education on p. 305 of the same Appendix.

are a specific example. Vocational agricultural extension work is also sponsored by industrial organizations such as the International Harvester Company.

The chief difference between small, medium-sized and large cities is often one of degree only. The number of schools and classes and variety of offerings are the chief factors of difference in evening schools. The large cities have one slight advantage in some subjects, both practical and academic. This is that such cities, because of numbers of pupils, may frequently make classes more specifically bounded in regard to subject-matter. In smaller communities pupils of at least slightly varying degrees of interest and purpose may have to be placed in a common class, and the instruction may have to be made slightly more general in order to reach all.

Need for Americanization

The recognition of the extreme need for some method of assisting in the assimilation of great numbers of aliens up to 1914 led to the organization of evening classes in Americanization. This movement in many instances is responsible for calling attention to the possibilities or more general evening construction. Americanization classes rapidly became well organized and comprehensively conducted. They centered attention on adult education and served as guides for teaching methods applied to adults.

There are evidences that the need for Americanization has passed its peak in some sections. In the experience of the writer, the restrictions placed upon immigration by the federal laws of 1921 and 1924 are now becoming no-

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ticeable through a decline in the numbers enrolled in the citizenship and English classes for aliens, and in the numbers applying for citizenship papers. As long as immigration at all continues, however, there will be need for Americanization classes in those localities where foreigners settle in considerable numbers. Principal among such localities are great industrial centers, mining communities and transportation centers.

Another condition which the writer has noted in the past two or three years, and which should be gratifying to all, is that those aliens enrolling in Americanization classes are of a fairly high intellectual level. Most of them have had at least the equivalent of an eight-grade education.

Other Educational Facilities

Another factor which sometimes needs careful thought and investigation is that of other available educational facilities in a community. There should be little or no duplication of effort, especially in other than large cities. Some of the educational programs which might parallel possible evening school instruction are provided by the following: Y. M. C. A. and Y. W. C. A. classes, employee training programs of big corporations or public utilities companies like the Bell Telephone, classes operated by such organizations as the business and professional women's clubs, and the opportunities offered in endowed schools (principally vocational in character). University extension courses also may enter into a local situation. All of these should be taken into consideration.

Correspondence school courses have little effect upon the possibilities of evening courses. Part-time laws affect

the numbers enrolled only slightly, as evening students are almost wholly adults of over eighteen years. In determining whether or not there should be an evening school, all of the possible local avenues of instruction should be scrutinized. It is almost inconceivable that a situation could be found where all the common types of evening instruction already existed through the efforts of other agencies.

School Exodus

The relative level at which great numbers leave the day-school may be an influencing factor in determining whether there shall be an evening school or not. Whether large numbers of pupils leave at fourteen, fifteen, sixteen or seventeen years, or on completion of the eighth grade is an important consideration. Early leaving of the all-day school does not mean that these pupils might be expected immediately in evening schools, even in those States which do not have part-time schools. It does mean, however, that many pupils may be expected later who have reached some very definite level of academic development. It may affect the types of subjects offered, together with their subject-matter and methods.

Special Needs of Industrial Workers

When an important group of industrial workers needs improvement in its work, it may fall to the evening school to accomplish it, if no other agency can or will do it. The apprenticeship system of training in building and industrial trades is almost quite generally down. New

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workers, often wrongly called apprentices, frequently need and can be given specific trade instruction or possibly "related subjects" which will benefit them in their work. They are as much entitled to this at public expense as the more fortunate person who attends an academic or professional college in a publicly supported State university.

The following example aptly illustrates the point. St. Cloud, Minnesota, is one of the two greatest granite-producing centers in the United States. A large part of the work takes the form of memorials. The designs of these memorials were for many years frequently quite crude. There was no organization which could or would take up the work of bettering this condition. The evening school organized and for eight years has operated a large class in monumental lettering and design. It is attended by granite-cutters, who get a better understanding and appreciation of the elements of design particularly applied to granite as a material and to memorial work. A few embryo designers are also enrolled. The work supplements the daily employment of the workers in both cases. It is a federally aided Smith-Hughes class. A noticeable betterment is apparent in the design of monuments and in the carving of letters and ornaments. Numerous members of these classes trace promotions to their attendance and training in the class.

In small agricultural communities the special needs of farmers and the degree of development of their farms may form the source of an incentive for agricultural studies of a similar nature. The special needs of trade or business may also become the starting point for special commercial courses.

Women's Organizations

Where women are well organized and show an enterprising spirit in their club work, one may expect to find good soil for the seed of evening classes. Interest frequently grows rapidly and becomes a demand. Parent-teachers' associations are premier examples of this type of women's clubs.

The scope of the interests and desires for evening instruction may be extended and varied. Once an evening class is tried and found to be worth while, many members become pupils year after year. They frequently suggest new classes. It is always a good thing to consult with women leaders in various groups when the question of establishing an evening school is under consideration.

Financial Considerations

The ability of a district to finance an evening school is, of course, a matter which must be investigated. Teachers must be paid, as must a full-time or part-time administrator; and sometimes additional help must be employed, some special equipment or books may be needed, money will be required for advertising and there will be overhead expenses for light and heat. These items seem numerous, but in their sum total they need not be great. The expenditure of a few hundred or a few thousand dollars will mean contact with a relatively large number of people over varying periods of time.

If evening schools are once organized, even in a limited degree, preferably with a cosmopolitan point of view,

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and if they are administered effectively and taught by the best teachers available, they become permanent institutions. They become as much a public institution as are day-schools and churches. The writer has seen this type of school grow in favor of the point where to go to evening school was the accepted thing to do.

If a school is effectively operated, the question of financing it may be a debatable question only for the first year. Because it enters intimately into the lives of so many, the general acceptance of it as an item in the school budget frequently goes without question.

Special Aid

Closely associated with the financing of evening classes is the question of special aid. This may be secured from State and federal funds combined for some classes, and for others from State funds alone, in some States. Evening industrial, agricultural and home-making classes, when they meet certain requirements, may be aided from combined State and federal funds. Part of the teachers' salaries is refunded to school-boards as an incentive to promote these types of education. The exact amount of aid for evening school work of this type may vary in different States. There is also the possibility that funds in any State may have to be prorated because of the extensive work carried on in the State.

Physical School Facilities

A factor which may not affect the entire question of whether or not there shall be an evening school, but

which may affect the possibility of specific classes, is the problem of available school facilities. These include class-rooms, laboratories and shops; adequate seating and teaching equipment for all these and adequate lighting for night work. It has been pointed out that evening classes need not of necessity be conducted in school buildings. Some trade and industrial, home-making, and Americanization classes may well be held at centralized points or where the best possible facilities are available.

Adequately Trained Teachers

This question must be investigated before plans for specific classes in an evening school can be formulated. Day-school teachers are handicapped because of fatigue from day classes. Some classes, however, can be taught effectively only by such teachers. Other classes frequently find their best teachers in the occupational field. These latter must be experts in their respective fields and must also be able to teach others or be willing to learn to teach others. Over a considerable period of years the writer has observed that in a cosmopolitan evening school the ratio has approached a half-and-half point between these two sources of evening teachers.

Accepting Available Opportunity for Community Service

Public school authorities must sometimes assume entire responsibility for inaugurating and offering to their constituents evening school instruction with its resulting

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benefits. They may have to be the sole initiators and sponsors of the work. In their executive capacity they should know of evening schools, their aims, work and results. They should know and foresee not only whether this type of education will be feasible, but also whether it is necessary and desirable. In this respect the greatest responsibility rests upon the superintendent, who usually is and rightly should be the adviser and instigator of educational advancement authorized by the local boards of education.

In nearly all medium-sized and large cities in the United States, the evening school in greater or less degree is now an established institution. In England, too, this school is well established. Reports for 1927 indicate an enrolment in London evening schools in excess of 100,000 persons.

Two phases of this movement which need development are the improvement in every way of schools already established, and the extension of good work to communities which have not yet been benefited by it (usually smaller ones).

What is effective and valuable for one community is usually likewise beneficial for another. Because one community cannot offer as extensive opportunities in evening instruction as another is no argument that some work should not be undertaken. The special needs of a community can be studied and limited offerings of a high caliber provided. If funds are limited, the offerings may vary from year to year as conditions change. Few school districts are so poor that they cannot provide some form of adult education for those who desire to improve themselves.

QUESTIONS AND PROBLEMS

1. Suppose you were interested in establishing some type or types of evening school instruction in a mid-western agricultural community of 500 to 2,500 population. Name the possible factors you would study in arriving at a conclusion regarding the feasibility of your plans. How would you approach the study of each factor?
2. In a like manner, how would you attempt to reach a satisfactory conclusion regarding the feasibility of inaugurating evening classes in a city of 10,000 to 30,000 population with combined industrial, transportation, agricultural and commercial interests?
3. Do the same thing for a city of industrial, commercial and transportation interests with a population in excess of 50,000.

CHAPTER III

PRELIMINARY PLANNING

Where an Evening School Has Already Been Established

It is not a difficult task to continue to formulate intelligent plans for an evening school which has been established. Answers to the following questions pertaining to proposed subjects might throw valuable light on whether a given subject should or should not be offered in any given year.

Has a subject been long established in the evening school with rather uniform and constant attendance?

What results have been obtained from a pupil survey of subjects desired, taken the previous year?

What conclusions result from an analysis of attendance records of new classes established the previous year?

Do the records of classes offered for several years show any indication that dropping the subject for a year or two might be desirable?

Can legitimate grounds be cited as evidence that new classes proposed by the school authorities would fill a recognized need?

What investigation has been made of the feasibility of organizing new classes at the request of individuals or groups, and what are the findings of such a survey?

An extended discussion of these and other points concerned in the progressive development of evening schools is reserved for Chapter VIII.

Where an Evening School Has Not Yet Been Organized

Variety and number of subjects offered.—When an evening school is being organized for the first time, some of the subjects offered may be fairly well assured of a place in the program. If the school is to be small or conservatively planned, the subjects offered will undoubtedly be largely determined by the expressed wishes of those who ask for, or by those who propose to offer, evening instruction. If the school is to be organized on a larger scale, the school officials will be required to select many of the courses to be offered, the selection being based upon such data, observation and requests as may be available.¹

When evening schools are established in a community of some size for the first time, the general public usually does not know how much it wants such instruction, or in what subjects, if any, it wants it. If subjects beyond those fairly well assured of a place are to be offered, it is desirable that they be selected from diversified fields and interests. Attendance the first year may be taken then as a fairly good indication of the interests and desires of a variety of types of individuals, even though specific subjects offered are not exactly what are desired, or what would prove most beneficial. The response to a variety of types of evening school offerings may be rather startling, as it has been to the writer. It is only by proposing subjects that the demand for them may be judged.

¹ A comprehensive list of special problems of adult education, together with suggestive remedies, as those problems affect the school authorities, general public, and prospective pupils, is found in Appendix A, pp. 291ff.

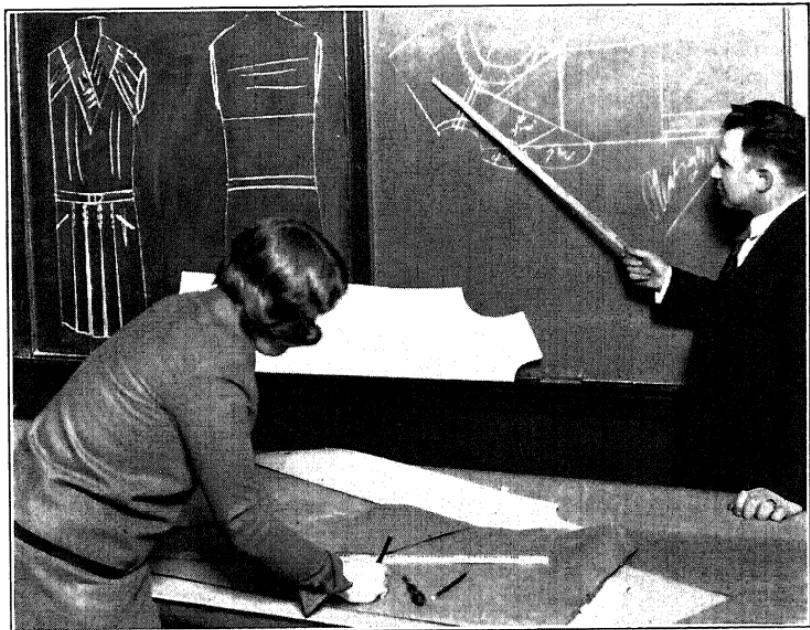
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After a beginning English class and a trade class had been conducted for a number of years, it was determined to offer a variety of subjects to see if the citizens generally wished evening school education. Accordingly seventeen subjects meant to appeal to a variety of interests were planned for and extensively advertised. It was hoped that 175 to 200 persons would avail themselves of the opportunities offered. Provision was made for enrolling about this number in a study hall. On the enrolment night the study hall rapidly filled to overflowing, and so did the corridors of the school. The meeting had to be adjourned to the school auditorium. The initial enrolment in the various subjects was well over 500. It was plainly evident that the old and young of both sexes and in all stations in life in this particular community were vitally interested in evening education. By offering a wide range of subjects to the people the school authorities quickly learned of the undreamed-of demand for this form of adult education. The stamp of approval was likewise indelibly placed upon budget provisions for this instruction.

Analysis of local needs and possibilities.—A study of the needs of individuals and groups in a community, and of the financial and housing aspects of an evening school discussed in the previous chapter will be of value in determining the number of subjects offered, and of giving preference to certain ones. Among these factors discussed in Chapter II were: size and financial strength of the community, the needs of dominant occupational groups, need for Americanization, educational offerings of other institutions or groups, relative level of school exodus, available housing facilities and capable teachers. Any or



Flower Modeling—Why Quit Learning? (McKinley Night School,
St. Louis)



Learning to Do by Doing (McKinley Night School, St. Louis)

all of these factors may influence the offerings and preliminary planning.

Advice and suggestions from outside the schools.— School authorities may well make an effort to secure the reactions of groups and individuals to proposed offerings, and to get advice or suggestions as to desirable subjects. Such action creates good feeling and helps to insure success for the school, even though no workable suggestions are offered, and approval of special courses for evening education in general is all that comes of it. Such contacts may well be made with labor groups or leaders, industrial associations or leaders, school and home associations, women's clubs, church groups, men's service clubs, the press and public officials.

In addition to collecting data, information and suggestions locally, it is not amiss to observe the experiences with evening instruction in surrounding communities. In a like manner, the offerings of cities of the same size and similar interests may be studied with profit. After determining the subjects on the basis of all available information and data, a considerable number of first-year offerings (if a variety of interests are to be appealed to) will be experimental so far as demand is concerned. This will not occur in so great a degree in future years.

Teachers.—The question of available teachers of high ability is a most important factor in making plans for evening school instruction. Upon the availability of an expert teacher may hinge the question of whether a desired course should be offered. An unsatisfactory teacher will destroy a class in a few nights. Attendance being voluntary, the pupils do not come unless they

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know they are getting instruction of measurable value to them.

At this point it is necessary to point out only some of the outstanding qualities needed in teachers. They must be mature. They must command respect from adults for their mastery of the subject-matter they teach, sometimes due to their position in occupational life. They must be able to teach others in addition to being masters of their respective subjects. Their attitude must be a sympathetic one. Their approach to the pupils must be at a level with the pupils' comprehension, and given in a spirit of equality.

Former teachers often make good evening school teachers. Outsiders who have had training in pedagogy or are willing to undertake a study of it may make excellent teachers in practical subjects. Day-school academic teachers (grade and high school) may fit into evening school work if they can adapt themselves to adults and have the physical strength to do the added work. Certainly only the best available teacher in any subject should be employed for evening school work with adults. Evening school administrators should be the sole judges of the fitness of teachers for these classes, should be the ones to employ the teachers, and should also assume responsibility for them. Selecting teachers is a most important part of preliminary planning.

Salaries.—If a school is to secure the best available teachers, it must expect to pay for their services accordingly. There should be a recognized salary schedule based upon successful evening school teaching experience as the major consideration. Those teaching their first year in evening schools should be on a probationary salary. If

they prove to be successful teachers, they should be advanced to the established schedule. Provision should be made for paying more than the scheduled salary if it becomes necessary in order to secure the services of a recognized specialist.

In arriving at a basic schedule it should be kept in mind that the teacher does more than teach a given number of hours each evening. Usually the entire evening is "spoiled" so far as any other activities are concerned. What is of greater importance is the fact that an effective teacher must spend considerable time on his work outside of class hours, just as day-school teachers do. A good course of study needs constant planning and revision. To teach effectively, an instructor must have a lesson-plan for each evening. Instruction which produces results requires this preparation. It should be expected of teachers and be paid for accordingly when the schedule of salaries is determined. Anything less than the best in evening instruction is false economy.

Courses of study.—The question of organized courses of study is a phase of evening school administration which is very easily neglected or entirely ignored. It has been noted already that an effective course of study is one which is constantly under revision in the light of additional information and experiences in teaching. It should therefore be in some written form.

Even when classes are organized for the first time, a brief outline of work for each evening should be prepared. This will give assurance that the teacher has thought through the problem to some extent. It is surely the duty of the administrator to make a brief general outline of what a course should contain with suggestions

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for teaching. It is equally the duty of the employed teacher (as a specialist in his subject) to plan the details and organize them into a unified whole.

Housing the classes.—The question of housing classes may be a considerable problem in making preliminary plans for evening schools. The matter of geographical locations is an important one if the city is even of medium size. The location selected for a particular class should be as centralized as possible for the group it serves. When several school centers are established, a sufficient number of classes must be held in each to warrant the additional expenses incurred for light, heat and janitor service. Where the community is small enough to house all classes in one building, this overhead is reduced materially.

The use of other than school buildings for classes, because of location or equipment, may be desirable. A garage for automobile repair instruction, a manufacturing plant for a trade course and a public library assembly hall for public speaking are instances. Where the schools cannot furnish the type of space and necessary equipment for instruction, there is no serious objection to holding the classes in other places.

Frequently trade courses can be given in plants near which many of the tradesmen have their homes. In a similar manner an Americanization class can sometimes be located in a foreign section of a city. When the classes are scattered about a city in this way the problems of administration and supervision are increased, and provision must be made to meet this condition. The question of providing specific subjects is likewise complicated by the necessity for choosing locations from among several possible ones.

If an evening school is to offer a considerable number and variety of classes, the question of laboratory and shop space usually becomes an important one. A survey of the offerings in a cosmopolitan evening school frequently shows a greater number of classes needing such space than those which can utilize academic class-rooms. Most of the commercial classes, all trade and home-making classes, science, art, hand-craft and physical education classes need special types of rooms, and frequently special equipment. If an academic high school building is used, this need creates a real problem. Cosmopolitan and technical high schools and trade-schools generally are provided with better rooms for the purposes above mentioned.

It is quite possible to use shops and laboratories for other work than that for which they are planned. A laboratory with large tables in it can be utilized for sewing classes and some art classes quite readily. A few commercial classes can do their work in academic rooms or study halls with desks. Shops with benches can at times be used for instruction in other trades than the ones for which they are primarily equipped. Usually what is needed in such cases as these is that any necessary special equipment be provided, and that there be adequate space for careful storage of the same. Large table-tops of boards cleated together have been made and placed on light trestles to provide table space for classes when no other facilities were available. These makeshift tables have been placed in academic class-rooms and taken away at the close of the evening's work, or, if possible, placed against a wall of the room. A little ingenuity will often make laboratory and shop space

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available where it does not exist as part of the day-school facilities.

Adequate lighting facilities are of prime importance, and require special attention, although most modern schools are fairly well equipped in this respect. There should be bulbs strong enough for the needs of the classes using the rooms. At times, in practical subjects requiring accurate hand-work, it is necessary to provide additional lights on cords, which can be moved from place to place as needed.

Ventilation is extremely important in evening schools. Teachers need to be carefully instructed in this respect. The ventilating system should be in operation, and frequently it is also necessary to open doors and windows. There is a very recognizable reason for this in some classes. It must be remembered that rooms are occupied by adults in the evening, and by children or youths during the day. In some evening classes particularly there may be occupational odors brought in with clothing, body odors at times, odors of tobacco and breath odors. A teacher in a room does not always recognize these conditions during the interested conduct of a lesson, but one coming into such a room does recognize them instantly.

One fact in regard to housing classes which has been brought to the writer's attention forcibly a number of times is the desirability of locating Americanization classes in adjoining rooms in any building. A unity of interest, feelings and spirit is common to all pupils in these classes. Frequently they are acquainted, and come with or bring other members. Such pupils have a longing to be among and near their own kind during the evening instruction periods. It has not been observed that they

lose anything because of this grouping in regard to mixing with others before school, at intermissions and at the close of school.

Schedules.—Another phase of the planning of an evening school is the matter of schedules. The number of evenings a school is to operate in any given building must first be determined. Rooms, equipment, types of classes and overhead costs of light may influence the decision. Usually these schools operate two, three or four evenings during the first four days of the week.

Days of the week.—If a school is to operate two evenings per week, Tuesday and Thursday are generally looked upon as being the most desirable days. This arrangement places a day between the meetings and at the same time does not make too long a break between them. For some groups of people Monday is not as good a night as one later in the week. If the school is to operate four evenings, any given two-evening class would best meet on Tuesday and Thursday or Monday and Wednesday. It has not been found to be a good policy for pupils to enroll for four evenings of work per week. Such pupils, unless very strong, determined and ambitious, lose interest in their work before completion. It may be well in certain instances to make exceptions to rulings of this kind.

Hours.—Evening school classes usually operate two hours, though sometimes one, one and one-half or three hours. These hours are frequently between half-past seven and half-past nine, and at times from seven to ten o'clock. Classes which operate more than two hours are frequently trade classes. When a class operates for only one hour, as some commercial, grade school and other

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classes may, it is always desirable that other classes for the same type of pupils be provided for a second hour's work. Pupils in most cases do not feel that it is worth while to break up an evening and go to school for only one hour. The nature of the subject will be a very important factor in determining the length of time that should be given to it each evening.

Length of courses.—Length of courses will be discussed in detail in a later chapter. The character of the subject-matter of any course will again be a factor influencing a decision on this point. Requirements established for State or State and federal aid may also influence a decision. These requirements may provide either a maximum or a minimum number of hours.

Generally speaking, short courses are better than long ones. Long courses may be broken up or divided into a number of short units. The psychological effect on the pupils of recognizing that a definite goal is not too far distant, and the satisfaction which comes from completing recognized courses or bodies of subject-matter are most desirable. That interest and effort are maintained better in short-unit courses is evidenced by the better attendance records which such classes ordinarily show. From five to nine weeks has been found to be the most desirable length of time for classes. The six-weeks class might be considered as approaching the ideal in a great many instances.

Time of the year.—The late fall and early winter are the best seasons for evening school, though this period might vary somewhat with the relative latitude of a particular community. In the far north it is well to begin evening school as early as possible in the fall. Late Sep-

tember or early October is not too early, as the coldest and most severe part of winter usually comes in January and February.

The writer has found that it is desirable to provide for as much instruction as possible before the break occasioned by the Christmas holidays. Ten or twelve weeks at least should be assured before this time. Attendance records of classes, especially long ones operating sixteen and eighteen weeks and up to thirty-six weeks, are conclusive evidence of this.

Holidays.—In planning a schedule, definite provision is necessary in regard to incidental holidays falling on school evenings, as well as those at Christmas. These should be definitely omitted, or made up by changing the weekly program or by having extra lessons at the close. Changing the weekly program has been found to be a very questionable procedure because pupils make provision, long in advance, for utilizing those evenings on which they do not attend school. Abnormal absences clearly indicate the undesirability of this procedure when it is followed.

In some years these incidental holidays or other special days with unusual attractions outside fall on school nights rather frequently. Generally it is not a good plan to close school for any but the really important ones. Evening school is a serious activity, costing money, time and effort. Most pupils realize this fact. Interruptions of the work should be very infrequent.

Advertising.—Adequate advertising must be planned for and used well in advance of the actual opening of evening schools. Before the advertising can be undertaken, all other plans must be completed. This indicates

40 THE COSMOPOLITAN EVENING SCHOOL

the necessity for providing considerable time, previous to evening school opening, for all of the preliminary activities. Advertising as an important factor in evening school administration will be treated in the following chapter.

Textbooks.—The question of textbooks is one which may be puzzling in some instances. Elementary classes and academic high school classes which have recognized requirements may and frequently will use the same texts as day classes. Other academic classes, arts and crafts classes and special and unusual vocational classes may be such that no text is applicable. In these instances the teacher must provide the subject-matter for the pupils. Common and basic subjects in vocational education have in some instances very good text and reference books. Numerous texts have been published for Americanization classes.

QUESTIONS

1. If sufficient funds are available, what is the surest method of finding out if the adults of a community wish evening school education, and if they do, in what fields they wish it?
2. What are some of the important factors requiring attention in planning the establishment of an evening school?
3. What recommendations might specific groups of individuals make concerning evening school offerings? Illustrate with three examples.
4. What two very important negative factors may operate if day-school teachers are employed in an evening school?
5. Enumerate problems the evening school teacher faces which do not occur in day-school teaching.
6. What effects may the size of a city have on the geo-

graphical locations of classes? On the complexity of administration? Give an instance to illustrate your last answer.

7. In what ways may school equipment be a special problem to the evening school administrator? Illustrate.
8. Explain how five major considerations may enter into the planning of a schedule of classes for a school.

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CHAPTER IV

ADVERTISING

Nature of Evening School Advertising

Advertising is usually thought of as being some form of public notice or announcement, in printed form. This type of evening school advertising is essential, but it is not the only kind which can be employed. Other forms should also be used, such as "word-of-mouth" advertising, especially when evening schools are being organized for the first time in a community. These other forms might be thought of as publicity. They might likewise be thought of as propaganda, but here the end is not questionable, for the evening school has the highest motives. The idea behind these types of advertising is largely education of the public as to the nature and worth of evening adult education.

Special Importance of First-Year Advertising

When evening schools are being established in a community for the first time, the advertising should include more than the printed forms. Announcements of courses, schools, schedules and the like should be of such a variety that every citizen will be reached. Not only should every one in a community be *informed*, but many will have to be *educated* regarding the purposes, costs, teach-

ers and values of this form of adult education. Many will immediately recognize the benefits to be derived. Others will have to have them carefully and thoroughly explained to them. Sometimes special appeals to particular groups are necessary.

To many who have not previously come in contact with evening schools, adult education in this form is quite revolutionary. Care, tact and patience are needed in presenting it. If this part of the work is adequately done, the initial success in attracting the desired pupils is almost assured. A high standard of quality in any form of advertising should be established the first year.

Continued Advertising Necessary

The first year's advertising is of necessity more extensive than any required in future years after schools are established. However, announcements of new courses, schedules of classes and various items of interest need to be repeated each year. News stories of the progress of classes and attendance upon them and results accomplished are of general interest. They help to indicate that evening schools are active institutions. Such news helps to make people desire the benefits of the schools, and helps to establish an *esprit de corps* in classes and in the student body generally.

It should be kept in mind always that satisfied pupils are one of the best advertising assets an evening school can possess. They are its satisfied customers. They tell others of its advantages, bring others to the school, and are its loyal boosters. This fact should be kept in mind by both teachers and administrators in all their contacts

with pupils. After a successful first year's work this factor in school advertising continues to operate without effort on the part of administrators if the school is kept up to a high standard. The worth of efforts made in this direction should be apparent.

The value of high-grade advertising has been touched on as to its value in the first establishment of evening instruction. It is essential that a high standard be maintained always, and if possible be improved. In printed matter particularly it is a well-recognized fact that persons hesitate to throw aside with scant attention a fine piece of advertising on excellent paper. Quality, in advertising as well as in all other evening school efforts, is a condition to be striven for always. Real evening school development can scarcely be accomplished without quality in all things.

Quality and quantity of evening school advertising are of course determined by budget allowances. Such funds as are spent for this purpose, however, could hardly be used for any better purpose.

Forms of Advertising

Posters.—Posters are a common form of evening school announcement. Figure 1 is an example of such a poster. It is fourteen by twenty-two inches in size, printed in black on white Bristol board. Posters of this type are used chiefly for two purposes. They are pinned on or near bulletin boards in industrial plants and other establishments, where they make large and attractive announcements. They are also used in retail stores and store windows and other public places. Among the latter

ST.CLOUD PUBLIC EVENING SCHOOL

Tues. and Thur. Evenings, 7:30 to 9:30

Enrollment and First Classes, Tues. Oct. 5, 1926

TECHNICAL HIGH SCHOOL

SUBJECTS OFFERED

Trade	Length, Wks.	Class Begins
MONUMENTAL LETTERING AND DESIGN	12	OCT. 5
MONUMENTAL ESTIMATING	5	JAN. 11
MACHINE SHOP - ELEMENTARY	9	OCT. 5
MACHINE SHOP - ADVANCED	9	DEC. 7
SHOW CARD WRITING	11	OCT. 5
AUTOMOTIVE REPAIR -- FOR CAR OWNERS	9	OCT. 5
AUTOMOTIVE REPAIR - REPEATED	9	DEC. 7
PLAN READING - FOR BUILDERS	6	OCT. 5
BUILDING ESTIMATING	6	NOV. 16

Commercial

BOOKKEEPING	18	OCT. 5
TYPEWRITING - BEGINNING	12	OCT. 5
BUSINESS CORRESPONDENCE	12	OCT. 5
PENMANSHIP & SPELLING -- SEE ACADEMIC		

EVERYDAY LAW & BUSINESS PRACTICE -- SEE ACADEMIC

Home Making

GARMENT MAKING I--3 UNITS		
VESTS	6	OCT. 5
SILK NIGHT GOWNS	6	NOV. 16
BLOOMERS	6	JAN. 11
GARMENT MAKING II--3 UNITS		
NIGHT GOWNS	6	OCT. 5
UNDERGARMENTS	6	NOV. 16
HOUSE OR STREET DRESSES	6	JAN. 11
GARMENT MAKING III--3 UNITS		
UNDERGARMENTS	6	OCT. 5
HOUSE DRESSES	6	NOV. 16
STREET OR AFTERNOON DRESSES	6	JAN. 11
FOODS WORK		
PLAIN COOKING	6	OCT. 5
MEAL PREPARATION	6	NOV. 16
UNUSUAL COOKING	6	JAN. 11
FALL MILLINERY	6	OCT. 5
WHITE MILLINERY	6	NOV. 16
ART CRAFT FOR WOMEN	12	OCT. 5
ART IN DRESS	6	OCT. 5
HOME PLANNING AND FURNISHING	6	NOV. 16

Citizenship and Beginning English

CITIZENSHIP	12	OCT. 5
BEGINNING ENGLISH	18	OCT. 5

Academic

GRADE SCHOOL ENGLISH	18	OCT. 5
GRADE SCHOOL ARITHMETIC	18	OCT. 5
PENMANSHIP	18	OCT. 5
SPELLING	18	OCT. 5
PUBLIC SPEAKING I	12	OCT. 5
PUBLIC SPEAKING II	6	JAN. 11
HIGH SCHOOL ENGLISH	12	OCT. 5
EVERYDAY LAW & BUSINESS PRACTICE	12	OCT. 5

Physical

PHYSICAL EDUCATION -- MEN	12	OCT. 5
PHYSICAL EDUCATION -- WOMEN	18	OCT. 5
BEGINNING SWIMMING -- WOMEN	18	OCT. 5

NO TUITION. An enrollment fee of \$1.00 is charged to those enrolling on the first evening of school, Oct. 5. For those enrolling later the fee is \$2.00. This fee is returned to all students having attendance records of 90 percent.

Enrollments for classes starting later than Oct. 5, should also be made on Oct. 5.

FIGURE 1

Announcement of the St. Cloud (Minnesota) Public Evening School

46 THE COSMOPOLITAN EVENING SCHOOL

might be mentioned specifically court-houses, city halls, post-offices, banks, hotels, libraries, theaters and railroad stations.

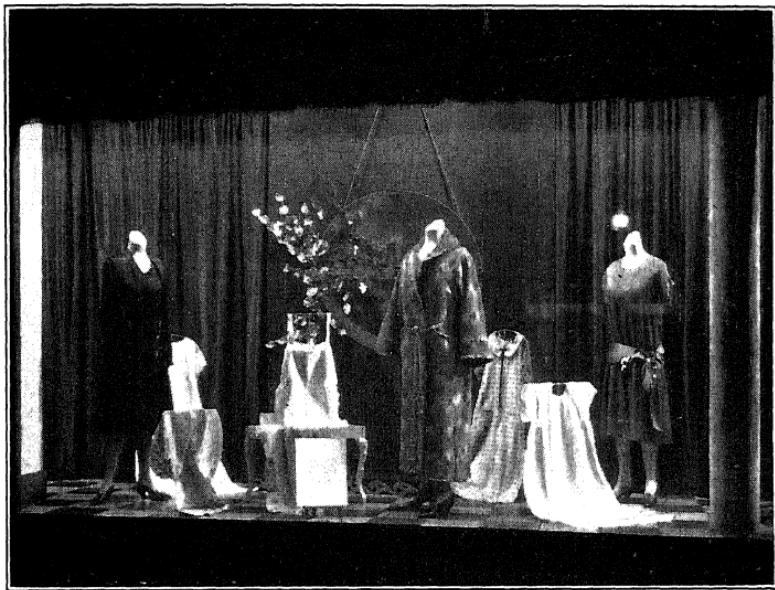
Another type of poster which has proved both interesting and satisfactory is that made in day-school art classes. The theme or motif for such posters is specific, and a variety of ideas is possible of execution. Such posters serve a triple purpose. They center day pupils' attention and interest in adult evening education, they cause parents to be interested in their children's efforts and the thought behind the work and they are very effective in emphasizing both general and particular phases of evening school work. Every opportunity should be taken to use art class products.

Circulars.—Circulars are a very common type of evening school advertising. They may be small leaflets, folders, or single printed sheets. In all instances they should be of such a size that they may be folded and placed in common-sized envelopes if desired. Figure 2 shows how attractive the front page of a leaflet six by nine inches can be made. An attractive and suggestive half-tone cut on the front page of a leaflet has been found to create interest. The use of illustrations is by no means essential, however, and in many communities they are not used on announcements of this kind.

The text matter of circular announcements usually contains some or all of the following information: calendar for the year, history of the school, eligibility for entrance, enrolment and material fees, school regulations, information about registration for classes and enumeration and brief descriptions of courses. The extent of the material used in the last item is governed by the

THE SCHOOL OF ADULT EDUCATION

Public Evening School



Examples of work of classes in the 1925-1926 Evening School.

*Enrollment and First Classes Tuesday, Oct. 5, 1926,
7:30 P. M. Technical High School.*

FIGURE 2

A Sample Front Page for an Advertising Leaflet

History of the Evening School.

In 1910 evening classes in mechanical drawing were conducted.

In 1916 classes in citizenship and English for foreigners were added.

In the year 1919 the course in monumental lettering and design was first offered. The following year, 1920, numerous courses in trade, home making, commercial and academic subjects and physical training were added. The initial enrollment was over 500. In the years following 1920 the enrollment has continued in the neighborhood of 500. In 1924-25 there was a total enrollment of 552 individuals. These figures can be interpreted only as indicating that of the total likely Evening School students in St. Cloud, a large number have taken opportunity of the work offered in several different years. We know of many who have attended three, four and five years. Ages have varied from 15 to 65 years.

Calendar 1925-1926

- October 8 and 9 Enrollment
- October 13—Classes begin
- November 26—Thanksgiving holiday
- Dec. 18 to Jan. 4—Christmas holidays
- February 11—Last night of school

Who may Enroll?

Anyone over 16 years who is not attending day school.

Anyone under 16 years who has left school on a permit.

What is the Cost?

Tuition is free.—An enrollment fee of \$1.00 is charged if enrollment is made on the evenings of Oct. 8 or 9. Late enrollment fee is \$2.00. The enrollment fee is returned to all who have an attendance record of 90%. Materials used in trade, commercial and home making courses are paid for by the students.

Important School Regulations.

No classes are formed for less than 10 students.

Any change of enrollment must be made at the principal's office. Students are urged to give careful thought in the selecting of the course to pursue. Persons absent for three successive meetings of the class are automatically dropped from the attendance records. Re-enrollment must be made in the principal's office before admittance to the class is again permitted.

It is the policy of the school to form additional classes other than those here listed when a sufficient number of people desire it and a competent teacher can be found.

Students desiring enrollment in classes which begin sometime after the school opens in October should enroll on the two enrollment evenings provided. Enrollments for later classes will be numbered consecutively and preference given to those who enroll on the two evenings provided for that purpose.

Brief Outline of Courses**TRADE****Monumental Lettering and Design—Oct 13 to Feb 11, (16 weeks).**

Mr. Dan Haslam, 7:30 to 9:30

BEGINNING—Practical lettering, illustrating proper form, proportion and correct spacing.

ADVANCED—Roman and other lettering applied to memorial work, and free-hand drawing covering full-size details of tracings and carvings as required in shopwork. This is the only course of its kind given in the United States.

Show Card Writing—Oct. 13 to Dec. 17, (10 weeks).

Mr. Russell Roe, 7:30 to 9:30

This work includes the study and practice of alphabets, spacing, margins, layouts, colors, shading and proportion.

Machine Shop for Apprentices and Auto Mechanics—Oct. 13 to Feb. 11, (16 weeks).

Mr. M. C. Allen, 7:30 to 9:30.

Instruction centers chiefly on the lathe, sharper, drill press and the mechanist's hand tools.

FIGURE 3**Another Evening School Announcement**

Automobile Care—Women—Oct 18 to Nov. 19, (6 weeks).

Mr. Robert Miller, 7:30 to 9:30. (class limited to 25).

This course covers the various adjustments and repairs which a woman should know how to make on a car.

Automobile Care and Repair—Men—Nov. 24 to Feb. 11, (10 weeks).

Mr. Robert Miller, 7:30 to 9:30. (class limited to 25).

The repairs, adjustments and operating knowledge which the car owner or driver should master are the basis of the work.

Blueprint Reading for Builders—Oct. 18 to Dec. 17, (10 weeks).

Mr. R. E. Skipton, 7:30 to 9:30.

This class will be divided into sections for the various building trades as building, granite cutting, carpentry, plumbing, brick-laying, etc. Cost estimating may also be studied.

COMMERCIAL**Business Men's Course—Oct. 18 to Dec. 17, (10 weeks).**

Attorney Warren Stewart, 7:30 to 8:30.

This course is a study of negotiable papers (bills, notes, drafts, checks, deposits, etc.), contracts, leases, mortgages, insurance, bank deposits, bills of lading, investments, etc.

Bookkeeping—Oct. 18 to Feb. 11, (16 weeks).

Mr. H. E. Biddinger, College of Commerce, 7:30 to 9:30.

The object of this course is to learn the principles of bookkeeping and accounting by recording business transactions.

Typewriting—Oct. 18 to Dec. 17, (10 weeks).

Miss Georgia Scott, 7:30 to 9:30.

Two divisions are organized, one for beginners and one for those who wish to acquire speed.

Commercial Arithmetic—Oct. 18 to Feb. 11, (16 weeks).

Mr. Frank Hady, 7:30 to 8:30.

The common mathematical calculations required in everyday business are studied.

HOME MAKING**Elementary Sewing (2 courses)—Oct. 18 to Dec. 8 and Dec. 8 to Feb. 11, (8 weeks each).**

Miss Bessie Wheeler, 7:30 to 9:30.

These are beginners courses. One undergarment is required on which to base instruction. There is opportunity for choice in the remaining articles. Students completing the first eight weeks course may take more advanced work immediately following in the second course in advanced sewing.

Advanced Sewing (2 courses)—Oct. 18 to Dec. 8 and Dec. 8 to Feb. 11, (8 weeks each)

Mrs. L. B. Luther, 7:30 to 9:30.

This course of instruction leads up to tailoring. Certain definite garments will be made by each member of the group so that everyone will secure all of the instruction given. Textiles are studied.

Plain Cooking—Oct. 18 to Nov. 19, (6 weeks).

Miss May Kohn, 7:30 to 9:30.

The selection and purchase of foods; and the preparation and cooking of the plain substantial dishes with variations is the basis of this course.

Meal Preparation—Nov. 24 to Dec. 17, (4 weeks).

Miss May Kohn, 7:30 to 9:30.

The planning, preparing and serving of breakfasts, dinners and suppers is included in this work.

Unusual Cooking—Jan. 5 to Feb. 11, (6 weeks).

Miss May Kohn, 7:30 to 9:30.

Pastry, fancy cakes, decorative icings, planked stakes and fish, salads, deserts, etc., are some phases of the work.

Children's Garments—Oct. 18 to Dec. 17, (10 weeks).

Mrs. L. B. Luther, 3:00 to 5:00 (afternoon).

This is a practical course in sewing designed to make that part of mothers' sewing easier. Garments for children one to twelve years will be made. Special attention will be given to design and making over.

NOTE: A play room for children will be conducted by high school girls for the benefit of mothers who wish to join this class. Children who can walk, up to six years, may be brought. This will also facilitate the fitting of garments.

FIGURE 3—(Continued)

Another Evening School Announcement

amount of available space. Subjects should be grouped under appropriate classifications. The name of the subject or class, its duration, date of opening, teacher, evenings of meeting, hours of meeting and location are all desirable factors in this part of the announcement. If it is possible to include them, brief descriptions of the courses of study (such as are found in college bulletins) are of great value. Courses offered for the first time should always have this description. All of these items lend concreteness to the advertising. Figure 3 is an illustration of two inside pages of a leaflet showing a schedule of classes and brief descriptions of courses. Such leaflets commonly vary in size from four to twelve pages and are usually printed in eight or nine point type.

Through wide distribution of this or other forms of announcement the work of class registration is much facilitated. Pupils know from the descriptions given what the subject-matter of any course is. Most of them can guide themselves in the selection of subjects. This eliminates much of the additional work of educational and some vocational guidance which frequently is essential in the registration of evening pupils.

Another form of circular announcement of evening schools is the folder. A very interesting one (Figure 4) is six inches high and ten and one-half inches wide, folded twice. This provides six pages, single column. It fits into a common sized envelope.

Still another announcement is a single sheet, four inches wide by nine inches high, printed on one side, the content of which is shown herewith. On this form no enumeration of the subjects offered is made. Neither are there any descriptions of the courses.

PUEBLO OPPORTUNITY SCHOOL

Salesmanship and Advertising—12 weeks. High School English—48 weeks. A standard course in English for people who want High School credit, and for those in business or industry who want to improve their English.

Americanization English—48 weeks. For foreign born people who want to learn the English language.

Commercial Law—12 weeks. There are some points of law that everyone should know for his own welfare. This short course is really a "safety first" course for the American people of the city are especially urged to enroll in the course.

Military—24 weeks. A course for home-makers who wish to learn to make their own hats.

Home Sewing—24 weeks. For home makers who do the family sewing.

Dressmaking—48 weeks. The course is divided into four units of 12 weeks each, which include plain sewing, designing, draughting and fitting of simple dresses; elaborate gowns; tailored suits.

Trade Millinery—48 weeks. A course preparing girls and women for better commercial making and trimming of hats. Crepe hats, velvet hats, straw hats, and other standard creations are included. In the work given in seasonal order.

Interior Decoration—24 weeks. This course deals with the principles of harmony in design and color, and pays big dividends on the time invested.

SPECIAL COURSES

Spanish—48 weeks. Both elementary and advanced courses are offered, the elementary dealing with vocabulary and simple construction and the advanced going more into difficult grammatical construction.

HOME ECONOMICS COURSE

Military—24 weeks. A course for home-makers who wish to learn to make their own hats.

Home Sewing—24 weeks. For home makers who do the family sewing.

Dressmaking—48 weeks. The course is divided into four units of 12 weeks each, which include plain sewing, designing, draughting and fitting of simple dresses; elaborate gowns; tailored suits.

Trade Millinery—48 weeks. A course preparing girls and women for better commercial making and trimming of hats. Crepe hats, velvet hats, straw hats, and other standard creations are included. In the work given in seasonal order.

Interior Decoration—24 weeks. This course deals with the principles of harmony in design and color, and pays big dividends on the time invested.

SPECIAL COURSES

Spanish—48 weeks. Both elementary and advanced courses are offered, the elementary dealing with vocabulary and simple construction and the advanced going more into difficult grammatical construction.

DEPARTMENT OF
VOCATIONAL EDUCATION
SCHOOL DISTRICT TWENTY
PUEBLO, COLORADO

Schedule—Classes will be enrolled and begin work on Monday evening at 7:15, October 3, at Central High School and the Steel Works, Y. M. C. A. Classes meet Monday and Thursday evenings.

Persons who find it necessary to be absent from class work should notify the instructor.

Fees—A small incidental fee of \$2.50 is due upon enrollment. This fee is not refunded if the student drops out after a few evenings of attendance.

Certificates—Certificates of proficiency will be awarded to all students who satisfactorily complete the work of each semester.

Materials—Students using any considerable amount of materials will pay for the same when it is furnished by the instructor.

For further information call at the office, Central High School. Phone 2011.

Season 1927-1928

E. C. STILLMAN.

Director of Vocational Education

GET THE NIGHT SCHOOL HABIT

FIGURE 4

Pueblo (Colorado) Evening "Opportunity School" Announcement, Pages 1, 5 and 6.

Board of Education

Minneapolis, Minnesota

EVENING SCHOOLS**1921-1922**

Evening Schools will open Monday evening, October 10, 1921, in charge of Dr. C. M. Jordan.

First term—October 10 to December 16, 1921.

Second term—January 9 to March 17, 1922.

Registration: North and South High Schools and the Vocational School will be open for registration Thursday, Friday and Saturday, October 6, 7 and 8, from 6:30 to 9:00 P. M.

The elementary schools will be open for registration Monday, October 10, at 6:30 P. M.

Day-school pupils will not be admitted to the evening schools. All evening schools will be open to both men and women.

Sessions will be two hours in length, from 7:30 to 9:30 P. M., on the evenings listed.

Elementary schools: Mondays and Tuesdays.

High Schools: Mondays, Tuesdays and Wednesdays.

Vocational School: Mondays, Tuesdays, Wednesdays and Thursdays.

Tuition, payable at time of registration, will be charged as follows:

Elementary: \$1.00 a year for English and Citizenship; \$1.00 a term for Industrial subjects.

High School and Vocational: \$3.00 a term for laboratory subjects, \$1.50 a term for other subjects.

CENTERS

North High School, Fremont & 17th avs. N.; Courses offered: Regular high school work; principal, W. W. Hobbs.

South High School, Cedar av. & E. 24th St.; Courses offered: Regular high school work; principal, Robert Cowling.

Vocation School, 4th av. S. & 11th St.; Courses offered: Business and industrial courses; principal, Agnes Harris.

Bremer, Emerson & Lowry avs. N.; Courses offered: English for foreigners, citizenship; principal, G. M. Caviness.

Franklin School, 15th av. N. & 4th St.; Courses offered: English for foreigners, citizenship; principal, E. H. Schimmele.

Harrison School, James & 4th avs. N.; Courses offered: English for foreigners, citizenship; principal, Fred D. Lewis.

Jackson School, 15th av. S. & 4th St.; Courses offered: English for foreigners, citizenship; principal, Anna Wright.

Schiller School, 26th av. N. E. & Grand; Courses offered: English for foreigners, citizenship; principal, Mary L. Martin.

Sheridan School, University av. N. E. & Broadway; Courses offered: English for foreigners, citizenship; principal, E. A. Mooney.

Simmons School, Minnehaha av. & E. 38th; Courses offered: English for foreigners, citizenship; principal, Gilbert J. Holzer.

Sumner School, Aldrich & 6th avs. N.; Courses offered: English for foreigners, citizenship; principal, Mary B. Rood.

Washington School, 8th av. S. & 6th St.; Courses offered: English for foreigners, citizenship; principal, Olga L. Lommen.

The eight and one-half by eleven inch letter-size sheet is another convenient form frequently used in evening school advertising. If the offerings are fairly numerous they may be listed only. The usual data and information necessary for rapid and successful registration should be on this sheet if no additional advertising accompanies it. See the three announcements on pages 53-54, 55-57 and 58.

NIGHT SCHOOL PROGRAM, YEAR 1923-24

ADVERTISING

53

BAY VIEW SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, September 17. English BRYANT SCHOOL Afternoons. Opens Tuesday, September 18. Citizenship	LESTER PARK SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, October 13. Citizenship Millinery	LOWELL SCHOOL 7:30 P. M., Tuesday and Friday. Opens Tuesday, October 2. English Sewing	MADISON SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, October 15. Citizenship	MORGAN PARK SCHOOL 7:30 P. M., Monday, Wednesday and Friday. Opens Monday, September 17. Citizenship Basketry Business English Drafting Electricity Machine Shop	DENFIELD SCHOOL 7:30 P. M., Monday, Wednesday and Friday. Opens Monday, September 17. Citizenship Naturalization Oxygen Acetylene Welding Electricity Woodworking Mechanical Drawing Stenography Typewriting Bookkeeping	PARK POINT SCHOOL Afternoons. Opens Monday, September 24. Citizenship Millinery Sewing
COBB SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, September 24. Citizenship Millinery Sewing						
EMERSON SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, October 8. Citizenship Sewing						

NIGHT SCHOOL PROGRAM, YEAR 1923-24 (Cont.)

FAIRMOUNT SCHOOL Afternoons. Opens Tuesday, September 18. Citizenship	PEOPLES' HOTEL Evening (Time not set.) Citizenship
FRANKLIN SCHOOL Afternoons. Opens Monday, October 15. Citizenship Sewing	SALTER SCHOOL Afternoons. Time not set. Millinery
GARY 7:30 P. M., Monday and Wednesday. Time not set for opening. Citizenship	STOWE SCHOOL 7:30 P. M., Monday, Wednesday and Friday. Opens Monday, September 17. Citizenship Sewing
IRVING SCHOOL Afternoons. Opens Wednesday, September 19. Citizenship	WASHINGTON SCHOOL 7:30 P. M., Monday, Wednesday and Thursday. Opens Monday, September 17. Citizenship Millinery Machine Shop Basketry Bookkeeping Business English Typewriting Stenography Cooking Sewing
LAKESIDE SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, October 1. Citizenship	WEBSTER SCHOOL 7:30 P. M., Monday and Wednesday. Opens Monday, September 17. Citizenship Millinery Woodworking
LINCOLN SCHOOL 7:30 P. M., Monday, Wednesday and Thursday. Opens Monday, September 17. Citizenship Bookkeeping Business English Typewriting Stenography	MARSHALL WELLS Date and Classes to be arranged.

THE NIGHT HIGH SCHOOL
OF THE
SPRINGFIELD PUBLIC SCHOOLS

1921-22

OCTOBER 3d - MARCH 11th

"If you want to earn more, learn to do more."

THE COURSES:

For convenience the courses have been classified as Vocational and Academic. The classes designated as Vocational will meet for two hours, two nights a week, with the exception of those in Machine-Shop which will meet three hours, one night a week. The classes in Millinery, Drawing, Penmanship, Cooking, Sewing will meet for two hours, one night a week.

VOCATIONAL

Architectural Drawing
Automobile Construction and Repair
Bookkeeping (A) Beginning
Bookkeeping (B) Advanced
Bricklaying
Business Law

ACADEMIC

Algebra (A) Beginning, (B) Advanced
Americanization
Beginning English
Citizenship; Naturalization Papers
American History and Civics
Chemistry (A) Beginning, (B) Advanced

VOCATIONAL

Commercial English—Arithmetic	Common School Branches
Cooking and Dietetics	English (High School)
Dressmaking and Pattern Drafting	French (Beginning)
Electricity—Automobile Ignition	Geometry (A) Beginning, (B) Advanced
Freehand Drawing	Music (A) Choral, (B) Instrumental
Foundry	Penmanship
Journalism	Physics
Machine-Shop	Public Speaking
Mechanical Drawing, Beginning	Shop Arithmetic
Mechanical Drawing, Advanced	Spanish (Commercial)
Millinery	Trigonometry
Plumbing	
Printing	
Salesmanship	
Show-Card Writing	
Telegraphy	
Stenography (A) Beginning, (B) Advanced	
Wood Pattern-Making	

THE PLACE:

The High School. All equipment and facilities of the Day High School will be at the service of the Night High School.

THE TIME:

The Night High School will open on the evening of October 3d and close on March 11th, with a mid-winter vacation from December 23d to January 2d. Classes will be held on Monday, Tuesday, Wednesday and Thursday nights from 7:00 to 9:30 o'clock. The time given to each course has been designated above.

THE CREDITS:

Full credit will be given for work completed. A sufficient number of credits will give a student a Diploma of Graduation from the Springfield High School.

THE TEXTBOOKS:

In most of the courses, textbooks will be loaned by the Board of Education if a one dollar fee is deposited with the Director of the Night High School. This fee will be returned if books are returned in good condition. For the courses in Automobile Repair, Public Speaking, Salesmanship and Bookkeeping, books and supplies, if desired, must be purchased by the student.

THE CLASSES:

No course will be given where the enrolment is not at least fifteen students. In limited classes applicants will be selected in order of enrolment. The Director reserves the right to combine or discontinue classes falling below the required enrolment.

THE FEES:

A nominal fee of \$2.00 will be charged each student who enrolls on or before the opening night, October 3d. An additional dollar will be charged all others. All fees must be paid at the time of enrolment, or such payment may be deferred by obtaining the approval of the Superintendent of Schools. The fees will be returned if the attendance has been 90 per cent.

THE ENROLMENT:

To enroll, apply at room 24 of the High School building, Thursday evening, September 29, and Friday evening, September 30th, between 7:00 and 9:00 o'clock, and on Saturday afternoon, October 1st, between 2:00 and 5:00 o'clock.

THE SCHEDULE:

The tentative schedule of classes will be announced at the time of enrolment and any other information may be secured by calling the office of the Superintendent of Schools. The teachers will be in the class-rooms on the opening night to confer with students.

PUBLIC NIGHT SCHOOLS

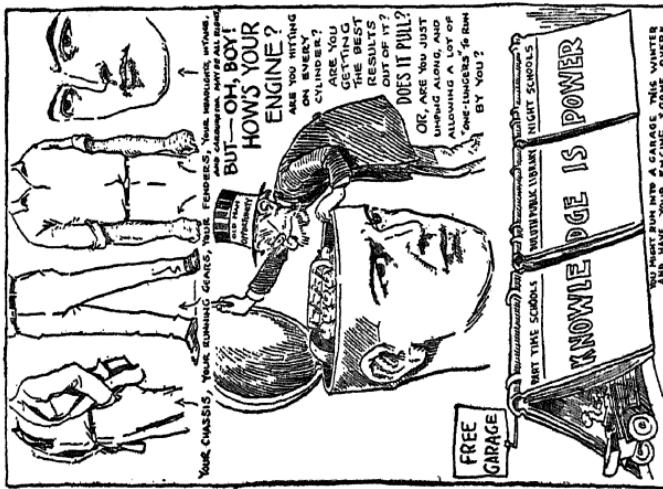
DULUTH, MINNESOTA

BUILDING TRADES

Plumbers	Masons
Sheet Metal Workers	
Carpenters	Electricians
Concrete Workers	
Painters	

The courses listed herein are for men already employed in the trades and are designed to extend the worker's knowledge of his trade, to make him more efficient in his present job and—

PREPARE HIM FOR A BETTER JOB



By Permission of B. R. Goodrich Rubber Co.

Advertising Folder of Special Group Offerings, 5 x 6 Inches, Pages 1 and 4

FIGURE 5

Printed announcements of related courses are a form of advertising of value to particularly interested groups. See Figure 5. Samples of these indicate that both folders and leaflets are used. Some set forth all of the offerings of a specific school or center. Some list all of the offerings in departments, as commercial or home-making, for all schools in a city. Some enumerate all courses centering around one particular occupation, as that of machinist.

Uses of circular announcements.—Announcements of this general type may be used in several ways. Some which have been tried and found desirable are: distributing them through the pupils to all homes represented in the schools of the city; combining them with letters sent to all young men and young women from the compulsory attendance age to twenty-one years who are not attending school; sending them with appropriate letters to business firms, professional offices, manufacturing establishments and all aliens who have not mastered the English language. Lists of young people from the compulsory school age to twenty-one years who are not in school, and of those aliens who do not speak English can be procured from the school census if it is taken with this factor in mind. Lists of aliens can also be procured from the district headquarters of the United States Bureau of Naturalization.

Letters.—Letters to interested groups are another form of evening school advertising. They may be sent alone or with other printed matter. They may be sent to the officials of organizations such as lodges, service clubs, commercial organizations, labor groups, church societies, parent-teacher associations and women's fed-

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erated clubs. Letters may also be sent to individuals and firms either with or without other printed matter, as was described in the previous paragraph. The four following mimeographed form letters are self-explanatory samples.

Mr.

St. Cloud, Minnesota.

Dear Mr.

You probably know that Evening Schools are being established all over the country to help those who wish to become citizens of the United States. I know that some day you will wish to become a full citizen. Our evening class in Citizenship will help you to prepare yourself for the examination, which every one not born here must pass to become a citizen.

This year we are starting the evening school early so as not to run into the cold weather. You may come to the first class on Tuesday evening, October 16, at 7:30 at the Technical High School. This course will not cost you anything.

If there are other members of your family, or some of your friends, who could profit by being in this class, bring them along with you. There will also be an English-speaking class for those who wish to learn the English language better.

These classes are organized especially for people who want to become citizens and who want to learn the English language. I hope I may see you on October 16 at 7:30.

Very truly yours,

Gentlemen:

The Evening School is offering for the fifth year the course of special interest to the granite industry. The course in Monu-

mental Lettering and Design will again be under the instruction of Mr. Dan Haslam, designer for the Melrose Granite Company. In offering this course we are following suggestions recently made to us by granite producers that this is the one course which the Evening School could give successfully to those engaged in the granite industry.

We wish that you would call this to the attention of your employes. We are sure that you would not only be doing them a service but yourself as well.

Instruction is given to suit individual needs to just as great an extent as that is possible in a class.

Registration will be held Thursday and Friday evenings, October 11 and 12, from 7:30 to 9:00 at the Technical High. Classes will be held each Tuesday and Thursday evening at 7:30 thereafter.

Very truly yours,
Principal

My dear Young Friend:

There were 646 citizens of our community enrolled in the Evening School last year. Of these 285 were men and 361 were women. There were 218 enrolled (one third) who were under twenty-one years of age. We are particularly interested in this group. To you I would address these questions:

Are you preparing for or engaged in a trade or commercial occupation?

Are you a home-maker or prospective home-maker?

Has your physical development been all that you desire?

Did you advance as far in the grades or high school as you now wish you had?

Are you interested in subjects which will broaden your general culture?

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Will you not analyze yourself and your work and then look through the enclosed folder and see if there is not some subject offered which will be of interest and value to you? The Evening School is planned and operated for adults only. In St. Cloud it has become the school of all of the people. All ages, political affiliations, nationalities and creeds work and mingle together to improve themselves, and in so doing also improve the community.

Enrolment and first class-work at 7:30 Tuesday evening, October 5, at the Technical High School.

Very truly yours,

Gentlemen:

Your Public Schools are trying to serve you as an employer, and also your employes. Courses are to be offered in the Evening School which, it is hoped, will be of value to you through increasing the efficiency of your employes, or possibly yourself. Will you not coöperate with us to the extent of calling to the attention of those in your employ, the courses outlined on the enclosed leaflet?

Courses which should be of special interest are:

1. Problems of Retail Salesmanship, by Professor R. S. Vaile, School of Commerce, University of Minnesota.

This is a short intensive course of three weeks (6 lessons). Such questions as approach to a prospective customer, store service, displays, etc., will be taken up. The work will be combined lecture, class discussion and demonstration. Owing to the high cost of securing the services of Professor Vaile, it is necessary to make a small tuition charge of \$2 for this course. Also, the course must

have an enrolment of twenty members in order to be given.

2. Business Man's Course, by Attorney Warren Stewart.

This centers very largely around commercial law.

3. Typewriting, by Miss Georgia Scott, of the Technical High Commercial Department. There will be opportunity for beginners and for those who wish to increase their speed.

4. Bookkeeping, by Mr. H. E. Biddinger, Principal of the College of Commerce, St. Cloud.

Individual needs will be given as much attention as possible.

5. Commercial Arithmetic or Commercial English, by Mr. Frank Hady of the High School Commercial Department.

The course given will be the regular high school course with the usual one-half high school credit.

6. Penmanship and Spelling, by Miss Leila Robinson of the State Teachers College. Individual instruction will be given as far as possible.

Registration will be held at the Technical High School on Thursday and Friday evenings, October 9 and 10, from 7:30 to 9:00. Classes will be held each Tuesday and Thursday evenings at 7:30 beginning October 14, except in Problems of Retail Salesmanship.

Very truly yours,

Day-school pupils' themes.—The advantages derived from evening school education can be worded into titles for class themes or essays particularly adapted to the ages of junior and senior high school pupils. This method of centering attention on the evening schools is especially

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advantageous when the work is first being inaugurated. It centers the interest and attention of day school pupils on adult education, which in itself is desirable. This interest is frequently carried home by the pupils. Writing themes or essays of this type should be made competitive and winners should be selected. Winning essays may be printed in the local newspapers, contributing additional interest and indirect advertising.

News stories.—News stories in the daily press, before the opening of evening schools, at the opening, during the term or terms (to note progress) and at the close to summarize results are effective advertising. School authorities should initiate this form of publicity. The press is usually glad to get news items of this kind. Continued publicity of this type tends to emphasize in the minds of the public the fact that the evening schools are a vital, integral and very live factor in the community life. The following quotation is from a newspaper story written immediately after the opening of a term of evening school:

"The night school courses at Technical high school attended by over 500 citizens are serving as a community institution with more interest displayed and a greater enrolment than ever before. That the conscientious efforts of the faculty and the board, assisted by local experts who are serving as instructors, is appreciated by the public is evidenced by the fact that the number of students bids fair to increase rather than grow less as the season advances.

"The following report of the first week's work is made by the principal.

"That the people of St. Cloud have realized the value of practical education is evident by the fact that a large proportion of those enrolled in the evening classes are enrolled

in the so-called practical subjects. With an attendance of over 500 the first night the number in the various classes at the end of one week still was considerably over 500. This is gratifying, as those acquainted with evening school work look for a considerable loss, as much as 20 per cent, during the first week. The large number enrolled made it necessary to run the school four nights per week instead of two as originally planned.

"The subject of monumental lettering and drafting is proving popular again this year, and provision is now made to care for a few more. The mechanical and architectural drawing class is filled. Four sections of beginning typewriting are now organized and these, together with the shorthand, book-keeping, commercial law and retail salesmanship classes, are filled, with the exception of the latter two classes. More are enrolled in the show-card writing than were looked for, but a few more can be cared for. The two cooking and two sewing classes and the course in millinery have waiting-lists for entrance, except the afternoon course in children's and plain sewing. A few more can be cared for in the latter class.

"That St. Cloud is rapidly becoming a manufacturing center is evidenced by the fact that between 50 and 60 young men have applied for admission to the machine-shop classes. All but a few are engaged in manufacturing plants. A waiting-list is being prepared for these classes also, as all could not be accommodated. About 50 are enrolled in the two classes in machine-shop mathematics and blue-print reading. More can be accommodated in this subject.

"Two sections are necessary for the beginning English class for adults, and one for the Americanization class. A gratifying feature of the beginning English work is the large enrolment of women. According to records, there should be a few more enrolled in the Americanization class. The main object of this class is to prepare candidates for citizenship examinations. This, however, is not the sole aim, as civic subjects relating to community, state and nation are being discussed and studied.

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"Two sections of gymnasium for young men, two for women and two sections of swimming for women have had to be formed to care for those desiring the benefits of physical education. The class in fine and applied art has also proved popular and has a waiting-list.

"A record system of nightly attendance has been adopted. From this it will be possible to determine any who are frequently absent. Their places will be filled by those on waiting-lists who desire entrance."

Newspaper advertisements.—This form of advertising is used in some places. That it is quite as effective as

PUBLIC EVENING SCHOOL SESSIONS ON TUESDAY AND THURSDAY EVENING—7:30 to 9:30

Enrolment and First Classes, Tuesday, Oct. 5, 1926
Technical High School

—SUBJECTS OFFERED—

Trade—

	Class Begins	Length Wks.
Monumental Lettering and Design—Oct. 5		12
Monumental Estimating—Jan. 11		6
Machine-Shop (elementary)—Oct. 5		9
Machine-Shop (advanced)—Dec. 7		9
Show-Card Writing—Oct. 5		11
Automotive Repair (for car owners)—Oct. 5		9
Automotive Repair (repeated)—Dec. 7		9
Plan-Reading (for builders)—Oct. 5		6
Building Estimating—Nov. 16		6

Commercial—

Bookkeeping—Oct. 5	18
Typewriting (beginning)—Oct. 5	12
Business Correspondence—Oct. 5	12
Penmanship and Spelling (see Academic).	
Everyday Law and Business Practice (see Academic).	

Home-Making—**Garment-Making I (3 units)**

Vests—Oct. 5	6
Silk Nightgowns—Nov. 16	6
Bloomers—Jan. 11	6

Garment-Making II (3 units)

Nightgowns—Oct. 5	6
Undergarments—Nov. 16	6
House or Street Dresses—Jan. 11	6

Garment-Making III (3 units)

Undergarments—Oct. 5	6
House Dresses—Nov. 16	6
Street or Afternoon Dresses—Jan. 11	6

Foods Work

Plain Cooking—Oct. 5	6
Meal Preparation—Nov. 16	6
Unusual Cooking—Jan. 11	6

Fall Millinery—Oct. 5	6
Winter Millinery—Nov. 16	6

Art Craft for Women—Oct. 5	12
Art in Dress—Oct. 5	6

Home Planning and Furnishing—Nov. 16	6
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Citizenship and Beginning English—

Citizenship—Oct. 5	12
Beginning English—Oct. 5	18

Academic—

Grade-School English—Oct. 5	18
Grade-School Arithmetic—Oct. 5	18

Penmanship—Oct. 5	18
Spelling—Oct. 5	18

Public Speaking I—Oct. 5	12
Public Speaking II—Jan. 11	6

High School English—Oct. 5	12
Everyday Law and Business Practice—Oct. 5	12

Physical—

Physical Education (men)—Oct. 5	12
Physical Education (women)—Oct. 5	18

Beginning Swimming (women)—Oct. 5	18
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NO TUITION—An enrolment fee of \$1.00 is charged to those enrolling on the first evening of school, October 5. For those enrolling later the fee is \$2.00. This fee is returned to all students having attendance records of 90 per cent.

Enrolments for classes starting later than October 5, should also be made on the first evening, October 5.

FIGURE 6

Evening School Announcement in a Newspaper Advertisement

other newspaper advertising there can be little doubt. Advertisements usually take the form of announcements and notices regarding the opening of the evening schools, subjects scheduled, and so on. Figure 6 is an example of this type of advertisement. The original is two columns by seventeen inches. Smaller announcements of this form regarding the opening of new classes of the short-unit type after the first classes have begun have also been used. Size, shape, make-up and position are important considerations in newspaper advertising. A paid advertisement may be the means of creating additional good feeling on the part of the press. Sometimes a special rate can be secured because of the public nature of the contents or an additional run had without cost.

Moving picture advertisements.—An effective medium, sometimes overlooked, is the screen advertisement. There is always the probability that it will attract some who would otherwise not be reached. Among movie audiences there are always some fans who might to good advantage spend an evening or two a week at school instead of at their usual place of amusement. Like other movie advertisements, it should be brief, concise and catchy, so that it may be read and understood at a glance. A suggestive photograph or sketch helps to attract attention.

Street-car advertising.—That this form of advertising is recognized as an effective medium there can be little doubt. Its position places it where many potential evening school pupils see it.

Addresses.—Brief addresses or spoken announcements are likewise effective if they can be delivered to unified groups. School administrators may find it extremely val-

uable if they are permitted to make brief talks to such groups as men's service clubs, chambers of commerce, fraternal and labor organizations, and assembled groups of employees of industrial plants or departments.

One form of address used in a certain community with unquestioned success in first inaugurating an evening school was that given by women day-school teachers to women's organizations. These teachers were coached on what to discuss with the women. For two or three weeks previous to the opening of the evening school most of the women's groups which met were attended by teachers who discussed the values of evening instruction, with particular emphasis on the offerings of interest to women. Contacts were made with most of the church groups, the federated women's clubs and some fraternal organizations. Of unusual interest were the experiences of some who attended group meetings composed largely of foreigners, in which their talks had to be translated by an interpreter. This form of advertising is effective. It makes evening school very real to some who might otherwise not be attracted. Undoubtedly its chief use is in connection with the inauguration of evening instruction in a community for the first time.

Displays.—Displays and photographs of work done in evening schools are usually of great interest to the public. They may be placed in store windows, school windows or cases, fairs or civic industrial exhibits. After an evening school is established there is usually some pupil work that can be secured or retained for permanent exhibits.

Exhibits of work of classes in progress are likewise effective advertising. They are of value to the pupils of

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the classes exhibiting, and help to keep up interest in this form of adult education. Exhibits of this type show the evening schools to be active and effective institutions.

QUESTIONS AND PROBLEMS

1. Write the copy and specify the nature of the composition for a printed poster announcing the opening of an evening school. The poster is eleven by fourteen inches. All classes are to be held in one building. The city is a small manufacturing center of 12,000 to 15,000 population. Twelve classes representing various interests of men and women are to be offered.
2. Write the copy for the front page and the first inside page of a four-page leaflet. The city is of approximately 50,000 population. One large cosmopolitan evening school is held in a high school building, and two small schools are located in a grade school building and a Y. M. C. A. A total of sixty long-unit and short-unit classes is offered. The leaflet is six by nine inches, and the inside and back pages are double column.
3. Write the copy and indicate the composition of a general advertising circular, eight and one-half by eleven inches, announcing evening classes in a city of 200,000 population or more. Work is carried on in a dozen centers. Classes of the same kind meet in different centers.
4. Write the copy of an evening school advertisement for a moving picture screen.
5. Write the copy and indicate the composition of a printed street-car advertisement of evening schools.
6. Write a news story of the opening of a small cosmopolitan evening school. The city is a mid-western agricultural community of 15,000 population.
7. Write a five-minute talk, for a chamber of commerce meeting, relative to the opening of the local evening schools, emphasizing commercial and industrial courses offered.

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CHAPTER V

THE PRELIMINARY TEACHERS' MEETING

Essential Part of Preparation for Opening of School

In order that a term of evening school instruction may be quickly and effectively begun, it is quite essential that there be a general teachers' meeting. Even where all instruction is carried on in one building, this may be the only occasion on which all the teachers may be assembled. It is just as essential as a similar preliminary teachers' meeting or meetings of day-school teachers. The various matters considered are in many instances the same in both cases. They usually fall into two main groups, one dealing with registration and initial instruction, the other with a helpful discussion of policies, aims and methods. In the case of evening school work the latter phase may be very specific in many of its aspects.

A teachers' meeting should be attended by every teacher who is tentatively employed to teach some class which is advertised. Even if some classes do not begin with the opening of school, but at a later date, the teachers should be in attendance.

In addition to any information given to the teacher at the time of employment a formal announcement of the teachers' meeting should be made. The telephone has been used for this purpose. Form letters, however, have

proved a better medium. Letters should be sent out in ample time for arrangements for attendance to be made, yet not too far in advance. About four or five days is believed to be a satisfactory interval. Local conditions may dictate the policy to be followed.

The teachers' meeting should be held in a centrally located building, if more than one is used for evening school work. Two hours is not too long a period if the administrator can fill that time with purposeful instruction. If any worth-while teacher-training is to be accomplished, this amount of time is certainly not too great.

The best time for a teachers' meeting is usually in the evening, preferably just a day or two before school opens. It is essential that it be held in the evening if other than day-school teachers are employed. With the emphasis placed upon practical subjects such as trade, home-making, and commercial, the employment of teachers outside the regular school faculties becomes at times both necessary and desirable.

Importance of a Plan

The evening school principal or general administrator needs to have a carefully thought-out plan for conducting the teachers' meeting. Anything less on his part is an injustice to those who are asked to attend. The plan must provide for specific instruction in the method of registration if the teachers are to assume the major portion of this work. It must likewise provide for all necessary information relative to the continued conduct of classes, to school regulations of various types and to the making-out of required reports. If instruction in special

problems of teaching in evening schools is to be given, this should also be carefully planned.

In the above phases of an evening school teachers' meeting the value of mimeographed material which can be handed to teachers cannot be stressed too strongly. Instructions regarding registration and school regulations can then be read several times, and be referred to if necessary. In like manner, a mimeographed outline of important evening school problems and factors involved in adult teaching is of value. Attention is thus centered on very real problems which must be taken into consideration if evening school teaching is to be successful. The mimeographed material, even a single page, forms a constant and valuable reminder.

The following paragraphs are brief discussions taken from notes of a plan for a teachers' meeting, together with material selected from mimeographed helps such as have been described.

Fellowship and Inspiration

Introductions of teachers.—Gathered at an evening school teachers' meeting there are frequently both those from the outside world and those from the day-schools. These two groups of individuals may not be acquainted with each other. Sometimes teachers from different buildings are not acquainted. It is the first duty of the administrator to make all feel at ease. The quickest way of accomplishing this is for the principal or director to introduce each teacher to the entire group. It is most desirable that he should be able to name each individual and the class he teaches without reference to a program.

This indication of intimate relationship between the administrator and his teachers not only helps to put all at their ease, but also serves as a guide for the relations desired between the teachers themselves.

Faculty spirit.—Introductions may readily be made the stepping-stone to a few words which may help to bring about a feeling of community interest among evening school teachers. If teachers can be made to feel that they are members of a definitely organized faculty, and can be shown why they should have a feeling of pride in this, considerable can be accomplished in developing a spirit of unity and self-esteem among them. This spirit undoubtedly reacts upon the instruction they give in their class-rooms.

If there are a number of centers, the introductions of the teachers may be made by buildings, so that the instructors may not only feel the importance of their work in the entire evening school organization of the city, but also with respect to the center in which they teach.

Plans for the current year.—In the development of an evening school “spirit” among his teachers the administrator has several instruments at his command. He may briefly relate how the plans for the present year were formulated, based on past experiences, particularly of the previous year. In the *Annual Evening School Report*, page 140, are data bearing on this consideration. It can be used to stimulate teachers with the expectation that the year just beginning should be the best thus far in the history of evening instruction in the city.

Hopes of pupils.—The administrator may comment on the hopes of pupils in connection with evening instruc-

tion. A human-interest story is effective in such cases. He may also tell of the telephone calls of interested prospective pupils.

If there have been numerous applications from individuals for teaching positions in the evening classes, this condition may be mentioned in such a way as to show the interest and worthwhileness of the work from this angle. Added significance may be given to this factor if the applications include a goodly number from outside the day-school faculties.

Evidences of growth and development.—Undoubtedly one of the most effective means of stimulating spirit and enthusiasm for the work of evening instruction is to record the progress made in the past year or years. Such items as attendance records of individuals and classes; development of courses of study; results of experiments with methods, subject-matter and administration; results of surveys of pupils; greater efficiency in unit costs; and plans for new instruction and experimentation are among those which may be available for a brief discussion of this sort. Any of the material contained in pages 140ff., *Annual Evening School Report*, might be suitable for this purpose. Teachers can be made to feel that they are being taken into confidence, to some extent, in the planning and conduct of the evening schools of which they are a part.

Teachers should always be encouraged to make suggestions for the betterment of their work. If a teacher has done a particularly meritorious piece of work in the past, it is desirable to explain it or have the teacher explain it, together with the results achieved. Recognition of teacher's contributions is a desirable thing to do.

Routine Details of Organization and Administration

The number and variety of details required of teachers in connection with the organization and conduct of their work will vary with the size and complexity of the evening school organization and with the method of enrolment. There are some factors which operate under almost any circumstances. They should be discussed at the teachers' meeting. Some of these follow:

Knowledge of evening school offerings.—Evening teachers are called upon both outside of school and during registration for classes to tell pupils of other subjects than their own which are offered. They should know what the other subjects are which are offered in their building, or if it is a very large school, the department of which they form a part. Distribution of evening school circulars to all teachers, with instructions for their use as references, or better for actual study, has been found to be an effective means of imparting this type of information at teachers' meetings.

Teaching materials.—Every teacher should know how, where and when to order or procure teaching materials of all kinds. If books are to be procured from a school library, either by teachers or by pupils, the method employed should be understood. If textbooks are to be drawn from a textbook library the method of doing this should be known. The method of ordering, securing and paying for laboratory and shop supplies needs to be understood. If pupils are to buy materials from a school book-shop, the method of doing so should be clear to the teacher that he may properly direct his pupils. If

typewriting, mimeographing or blue-printing service is available to teachers for class teaching materials, the method of getting such work done needs explanation.

Rooms.—Teachers are generally held responsible for turning off the lights in their rooms. They may be required to unlock and lock doors. They should be held responsible for reporting poor lighting, ventilation, or heating. They should likewise be held responsible for the ordinary care of equipment in rooms.

Assignment of rooms should be made if the evening instruction is held in but one center. If there are several buildings to be used, the building principals may assign rooms. In either case, if there are many teachers employed, a mimeographed directory of teachers, subjects and rooms is desirable. The data in such a directory may frequently be of additional service in connection with the enrolment.

Explanation of calendar.—Some confusion and misunderstanding may be eliminated at times if the calendar for the year's work is fully explained. Any irregularities in the schedule should be definitely understood at the outset. Instruction may be governed accordingly, and teachers will not complain about not understanding what was expected of them in this matter.

At the same time that the calendar is briefly discussed, the regulations governing the exact time of beginning class work each night and the exact time of closing the class may be discussed. The importance of both starting and stopping at the appointed hour from the beginning of the course cannot be overemphasized. Pupils quickly realize the necessity of being on time if they are tardy and find they have missed part of the class demonstra-

tion or lesson. If the class is closed at the appointed hour, possibly before a subject is completely exhausted, pupils will experience the feeling of necessity for further attendance. The pull exerted by this device, skilfully used, may be very considerable.

The question of substitutes should likewise be carefully explained. Factors entering into this question may be: notice of the need for a substitute, by whom the substitute is employed and the method of paying for substitute service.

Explanation of periodic reports.—Periodic reports covering the physical record of each class are essential. The data requested on these should be such that the condition of any class may be determined at any time by reference to a cumulative record based on these teachers' periodic reports. The weekly report illustrated in Figure 7 is an example of such a periodic report.

Much of the administrator's and teachers' time may be saved if reports of this type are carefully explained. Samples may be distributed and a number of reports worked out by the group following the instruction of the administrator. No teacher should leave a meeting without a thorough knowledge of just how to enter data on the required reports.

Explanation of pupil records.—Whatever pupil record system is employed should be carefully explained. The system should be adapted to evening school conditions. Uniformity of procedure needs to be emphasized if the best results are to be obtained. The methods of marking attendance, dropping and reinstating pupils, grading work accomplished and making a summarized record, if there be one, are some of the important considerations.

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The form illustrated in Figures 8 and 9 is a combined registration card, attendance record, record of fees and summarized report of the work of each pupil. It is

Teacher's Weekly Report	
Teacher	Subject.....
For Week Ending.....	192.....Nights Taught.....
1. Hours taught this week.....
2. Average nightly attendance.....
3. Pupil-hours (No. 1 x No. 2).....
4. Students "dropped" during week.....
5. New students and those readmitted this week.....
6. Students belonging to class last report.....
7. Students belonging end of this week (No. 6+5-4).....
8. Total number enrolled in your class to date.....
9. Percent of attendance (No. 2÷No. 7).....

Note: This report must be made in duplicate, one kept by the teacher for reference (item No. 7 above) for of the following week's report, the other handed to the principal before leaving on the last night of the week. A student is "dropped" from those "belonging to the class" after three successive absences, that is, on the fourth successive night of absence. Students returning after three successive absences should be sent to the principal for a permit to re-enter class. Have your reports made out by nine o'clock so that if it is possible for someone to collect them at that time they will be ready.

FIGURE 7
Teacher's Weekly Report Form

referred to in compiling data for an annual report. It constitutes, in this instance, the pupil's permanent record in all cases except those in which high school credit is given. Similar exceptions might be instances where courses cover more than one year. The desirability of emphasizing care in keeping accurate pupil records,

ENROLLMENT CARD																									
Name _____	1927-1928																								
Address _____	Phone _____																								
Previous education _____	Age—under 21 _____ over 21 _____																								
Occupation _____	Years experience _____																								
Classes	Deposit	Paid	Returned																						
_____	\$ _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
_____	\$ _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
_____	\$ _____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	
Attendance Record																									
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
MON.																									
TUES.																									
WED.																									
THURS.																									
Teacher—Mark E for entry or re-entry, P for present, A for absent, D for dropped on the fourth night of continuous absence. Mark with capital letters.																									
SIDE (I)																									

FIG
Front Face of Combined Evening

preserving the cards and filing the same at the close of the instruction cannot be questioned.

Explanation of enrolling.—Where enrolling is done the first night of school, as is frequently the case, the teachers are required to assume an important part of this work. It should be made just as simple as possible. The teachers should be instructed in the exact procedure so that they may accomplish it with a minimum amount of time, effort and confusion. The work of enrolling should be gone over step by step with such explanations as may be necessary. A mimeographed sheet on which

THE PRELIMINARY TEACHERS' MEETING 83

ENROLLMENT CARD	
Name	1927-1928
Address	Phone
Age - under 21	over 21
Classes	
<hr/> <hr/> <hr/>	

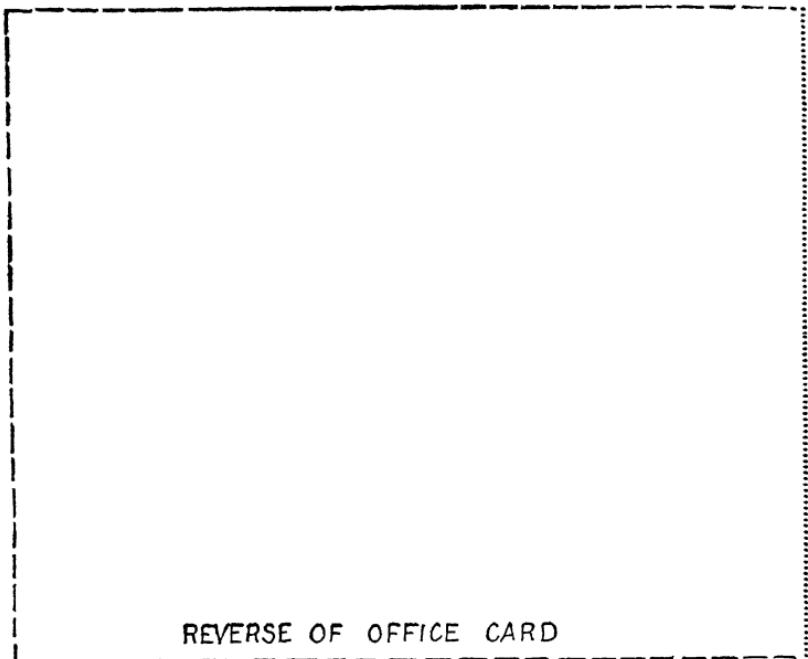
SIDE (2)

FIGURE 8
School Enrolment and Record Card

are outlined briefly the various steps in the enrolling process may be used as a basis for this discussion. Such a sheet in the hands of each teacher may then be studied again before enrolment and referred to the first evening if necessary.

If there are several centers used for evening school work, the instructions for enrolling may be given by the principal of each building. In enrolling, the essential items should be established by the one in charge of all evening instruction in order that the entire system may be unified.

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FIG

Reverse Face of Combined Evening

The following instructions to teachers concerning the enrolment work are taken directly from a mimeographed sheet such as was referred to above. With minor variations in wording it is applicable to the enrolment procedure in either one building or several. See Appendix B, p. 366 for another example of instructions to teachers.

ENROLMENT, OCTOBER 5, 1926

In Auditorium:

1. All pupils and teachers meet in the auditorium at 7:30. Men teachers please act as ushers in halls and in auditorium in order to get people into their seats quickly.

STUDENT'S RECORD, 1927-1928

(To be filled in completely by teacher)

Class.....	Class.....	Class
Teacher.....	Teacher.....	Teacher.....
Class began.....	Class began.....	Class began.....
Total No. of meetings.....	Total No. of meetings.....	Total No meetings.....
No. meet. attended	No. meet. attended.....	No. meet. attended.....
Percent attendance.....	Percent attendance.....	Percent attendance.....
Class ended.....	Class ended.....	Class ended.....
Hours each meeting.....	Hours each meeting.....	Hours each meeting.....
Final grade....	Final grade.....	Final grade.....

A—superior, B—above average, C—average, D—below average, F—failure.

SIDE (3)

URE 9
School Enrolment and Record Card

2. The principal will make general announcements to the entire school and faculty.
3. Pupils for each class will be sent in groups to class-rooms. Teachers meet and help to guide them to the designated rooms.

In Class-Rooms:

1. Describe the work of your course pointedly and briefly (five minutes).
2. Talk privately with each pupil for a moment to assure yourself that he belongs in your class. Ask him and yourself if he will benefit most from *your* instructions. If you think not, try to help him to determine in what subject he had best enroll. (Some trade teachers have special regulations

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to follow in this matter.) If a satisfactory solution cannot be arrived at, send the pupil to Mr. _____ at the information desk near the auditorium door, or to the principal as a last resort. Only a few should need special attention of this kind.

3. Distribute enrolment cards and have pupils fill them out (good writing), one item at a time under your instruction. The teacher should fill out the cards if necessary, and should check all items on all cards when completed.

4. The teacher should mark "\$1" under "Deposit," and date and his initials under "Paid," when he collects the dollar enrolment fee. (Pupils in second-hour classes pay no fees if they were in previous first-hour class. Write "no fee" under "Deposit" and date under "Paid" in cases of this kind.)

5. Collect fees for materials and make proper records of the same.

6. One-hour classes will be somewhat shortened. These teachers will need to hurry in all probability. Help pupils get to second-hour classes in cases where they change at 8:30.

7. One card will be collected and the money checked with the cards in your rooms during the evening. Be ready as soon as possible.

8. Be prepared to tell your enrolment at any time. If you have an oversize class, make the best of it for the first evening.

9. All new enrolments and any changes of programs are to be made at the principal's office after the first night.

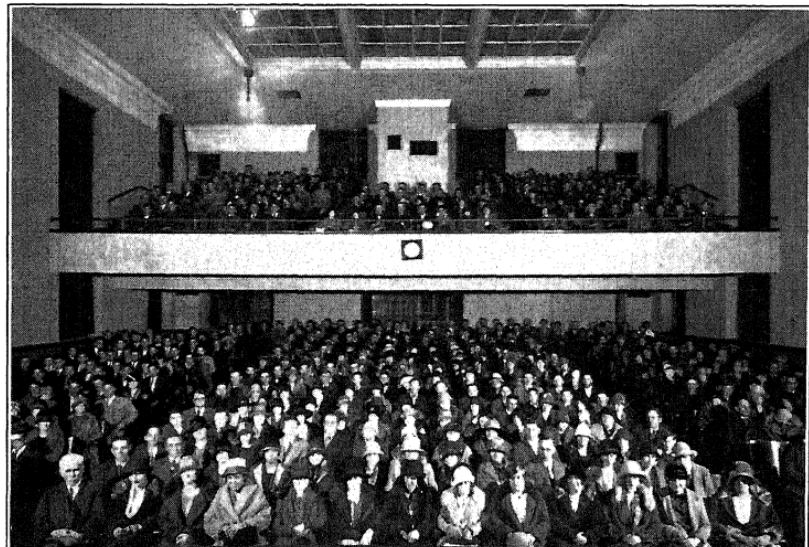
10. Conduct class work. Be assured that pupils accomplish something definite the first night. If desirable, conduct a review of the lesson to emphasize this feeling of accomplishment.

Study of Problems of Evening School Teaching

Part of the time of the preliminary teachers' meeting certainly should be given over to a discussion of the problems of teaching adults in evening classes. This is in



Getting Ready for Citizenship in a New Country (Duluth)



"You Are Never Too Old to Learn"

reality teacher-training. For the experienced evening school teachers it serves as a refreshing review. For a new teacher it should open up vistas of new problems he will meet, be an inspiration for attacking them with an open mind and serve as an introduction to special teacher-training which should be provided for him. Later special training for evening school teaching may take any of several recognized forms.

Courses of study.—The importance of having an organized course of study should be apparent to every teacher. It is very easy for a teacher to neglect this phase of his work in evening schools, and simply "teach something" each night. The newness of the work, lack of standards and frequent and necessary experimentation all contribute to this too prevalent condition.

If a course has been offered previously, the outline of subject-matter, methods of presentation and teaching devices should be available to a teacher, with any notes for revision. The teacher should go over the course of study thoroughly before starting to teach it again. If a course is being offered for the first time, the teacher should think through the organization of the work to a clearly defined objective. An outline, even though brief, should be worked out. It may and probably should be revised in details from time to time as experiences with classes dictate. Notes on the work of each evening should be kept so that an intelligent revision can be made before the course is repeated.

Courses of study are frequently looked upon as one of the weakest phases of evening school work. The administrator should stress this factor and outline any plans he may have in mind for bettering it. All teachers should

be made to realize that any course repeated just as it was given previously is usually a severe indictment of a teacher's ability, progressiveness and aggressiveness.

In all evening courses another goal to be striven for is the organization of the work in such a manner that a pupil may enter any night, achieve something that night and go on to further work with a chance for accomplishing a fair degree of success. The administrative factor just mentioned almost always exists, even though most of the pupils do enroll at the beginning of a course. This problem is infinitely more acute in evening schools than in day-schools. It has to be met. To meet it successfully requires that courses be minutely subdivided. One evening should be the time-unit of instruction. Each evening's instruction should be made to cover a definite piece of work. Then the pupil, though he gets a vision of more, knows that he has accomplished something.

Some will argue that all work cannot be divided thus. It is admitted that some types of work do not lend themselves to this division as readily as others do. Generally it is difficult in academic grade and high school classes. However, unless a day-school standard is imposed with the idea of granting day-school credit, the day-school plan of organizing instruction may not be said to be wholly in harmony with evening school concepts. The adults attend to achieve very definite goals. Some phases of work taught in day-schools may better be omitted from evening work. Short-unit courses in practical subjects frequently lend themselves more readily to minute division of specific content than do academic courses.

After all is considered, it is true that in many subjects instruction and work must be based to some extent upon

previous instruction. In such cases teaching materials can be so arranged and provided that individuals entering late can be given the instruction which has already been covered in such a way as not to hold back the class as a whole.

Short-unit courses.—A brief discussion of the merits of short-unit courses is appropriate in a teachers' meeting if such courses are emphasized in the local evening school program. The psychological effect of this type of course cannot be questioned. The holding power on pupils, evidenced by the attendance records of such classes compared with those of classes of relatively long duration, is unquestionable evidence of the desirability of this form of organization. Unfortunately all classes do not lend themselves to such organization either because of subject-matter or of minimum State requirements.

Pupils do not drop out of short-unit classes as readily as from classes of long duration, and their attendance is more regular. A goal of achievement is never far distant. Satisfaction results from the achievement of these recognized goals. In some forms of federally aided vocational education, State plans emphasize a maximum number of hours with this in view, rather than a minimum.

Daily lesson-plan.—Teachers need to be reminded that lesson-plans are very essential in evening school teaching. Day pupils usually must be in classes. Evening pupils' attendance is wholly voluntary. These latter pupils are both judge and jury, and if the instruction they desire is not provided, they quickly drop out. A lesson-plan should be based upon the course of study, the pupils in the class, and the point where previous instruction ended.

It may be desirable to work out a plan in considerable detail in some cases. In others a few notes are all that is necessary. A teacher's experience with his subject, as taught to adults, will also be an influencing factor. However, no teacher should enter a classroom without having thought through the teaching of the evening's lesson.

Class organization for instruction.—Class organization for instruction may be a factor which should be considered at a teachers' meeting. The methods of class organization and consequent form of instruction may be of three general types. These are the class, the group and the individual instruction plans. Teachers should recognize the peculiar advantages and limitations of each. They should be able to use one or the other or all, as they see fit.

At least one class lesson should be conducted at each meeting of the class. This procedure insures the giving of instruction to each pupil present. It is likewise time-saving to all and energy-saving to the teacher. It seldom can be used as the *only* method of conducting academic instruction or the demonstrations in practical subjects. Frequently several short class lessons in an evening are better than one long one. A class lesson, begun immediately after the class is called to order, may be an added stimulus to pupils to be punctual in attendance.

Group instruction and group demonstrations are frequently excellent supplements to class instruction. Where several in a class are experiencing the same or approximately the same difficulty, the employment of the group method saves much of the teacher's time and energy. This allows more time for class and individual instruction.

Individual instruction, at times involving demonstrations in practical subjects, is essential to good teaching in most classes. It may supplement either class instruction or group instruction or both. It is costly in teachers' time. Through its use as a method, recognized individual differences may be provided for in the instruction. Some members of nearly all classes will require individual help.

Trained teachers recognize the value of each of the three types of instruction just enumerated. Teachers not trained in pedagogy may not recognize these differences and values. The latter teachers are sometimes of necessity found in evening schools. Whether teachers have much or little training in pedagogy the evening school administrator or supervisor may do well to discuss briefly these three methods. A careful balancing of a teacher's time between class instruction and either group or individual instruction or both is essential if the greatest achievement is to result from the time available for each lesson. Every evening school teacher needs to be made conscious of this fact, for time is an important factor in evening education.

Individual differences.—Many evening school classes present the problem of individual differences in a very marked degree. Teachers must be trained to recognize these differences if they are to be successful in their work. Adults, because of age and experience, apparently vary more than young people. In almost any class the variety of individual differences is greater than is found in day-school classes, either in the grades or in high school.

Some individual differences are physical; some are mental. Some differences are hereditary; some are en-

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vironmental. Below are listed some of the outstanding individual differences which an evening school teacher is called upon to recognize in his approach to the pupils and conduct of the instruction.

Ages.

Ability to speak and understand English.

Daily occupations.

Knowledge of their own occupational fields.

Mental attitude toward school, teacher and instruction.

Physical condition after day's work.

Physical effort necessary to attend school.

Home conditions affecting school attendance.

Previous schooling.

Teachers should attempt to analyze individual differences as early in a course as possible. After discovering them he should keep them in mind at all times in order that instruction and approach to the pupils may be governed accordingly.

Importance of the first evening.—No preliminary teachers' meeting should be permitted to close until the great importance of the first evening's work has been stressed. Brief reference has been made to this factor. No pupil should be allowed to leave his class the first night without the teacher's being certain that the pupil has accomplished something tangible. A very considerable part of the pupil mortality in the first two weeks of evening school can be traced to failure in this particular.

A teacher can attempt to get either an oral or written expression from each member of his class as to what that pupil hopes to accomplish from the course. These expres-

sions of pupil hopes should be kept in mind by the teacher. Courses should be modified or adapted to the expressed needs of the pupils if this is at all feasible. The primary object of evening school work is to help adult individuals to master deficiencies of various kinds which they recognize in themselves, and which they desire to overcome. If the instruction which a pupil hopes to get appears to be hopelessly out of the range of a given class in which he is enrolled, he should be told so very early in order that a transfer to another class may be made if he desires it. Provision should be made for educational guidance and recognition of individual differences.

Teacher judged by holding power on the class.—It is true that the mental development or achievements, or the physical skill and products resulting from his instruction are important measures of an evening teacher's ability and success. However, it cannot be denied that the ability to hold a class, secure a high percentage of attendance, and have punctual students comprises another reliable measuring-stick of the value and success of an evening teacher's instruction. These latter factors cannot be overlooked. The initial pupil mortality of a class and the periodic and annual reports of enrolment, average attendance and percentage of attendance cannot but influence the impression gained of a class and its teacher. These factors are taken into consideration when plans for classes and teachers for the ensuing year are made. The teacher who has a well-organized course of study, plans each evening's lesson, recognizes individual differences and plans his methods of class organization and instruction accordingly, may be sure of reasonable success.

QUESTIONS AND PROBLEMS

1. List all of the items you as a principal would discuss at a preliminary teachers' meeting in a center in which one trade, two commercial, one home-making, two elementary grade, and two Americanization classes are to be held.
2. Outline a five-minute talk the purpose of which is to develop a friendly attitude among the teachers of an evening school, and which also will attempt to foster pride in their work, and develop a group or unified faculty spirit.
3. Why does mimeographed material, handed to teachers, make an excellent supplement to oral instruction in connection with enrolling or teacher training?
4. The matter under consideration at a teachers' meeting is that of problems in evening school teaching. Upon what would you center particular attention if all of the teachers taught the various practical subjects? What teaching factors would you emphasize if all of the teachers taught academic subjects?

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CHAPTER VI

ENROLLING

Common Methods of Enrolling

Evening school enrolment is usually conducted by one of two methods. These are (1) enrolment on days or evenings preceding the opening of school and (2) enrolment on the first evening of school. Both methods have advantages and disadvantages. The selection of the method used may be influenced by several factors.

Generally enrolment in evening classes is not as involved a process as is necessary in day-schools. Credits earned, credits required for graduation and grouping according to intelligence test scores are factors which require less attention in the former case. Exceptions must be noted of those instances where pupils are working for a grade or high school diploma, or are following a series of subjects in a course covering a period of years. In these cases cumulative records must be kept and enrolments checked with them.

One factor operating in evening school enrolment which is just as essential as it is in junior and senior high schools is the matter of educational and sometimes vocational guidance. One might judge that at times this factor would be of even greater importance because of the age of the pupils and the seriousness of purpose which

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brings many of them to the evening school. Evidences are not lacking that one of the most pressing needs in connection with evening school work is better vocational and educational guidance service. It must be adapted to the types of pupils found in this branch of education, and to their particular needs.

Enrolment previous to school opening.—One, two or more days or evenings, or both days and evenings, usually are set aside for enrolling purposes. Pupils come to the place or places where the enrolling is done and confer with those who are in charge. Specially recognized needs influence or dictate the subject or subjects selected. The pupils go to the center in which their class meets the first night of class work. All in a building may go to an assembly room and then be directed to their class-rooms. or they may go directly to class-rooms, being guided by teachers, signs or posted notices. The enrolment cards or subject registration cards will have been distributed to teachers previously. Instruction can be begun without other than routine details.

Advantages.—The advantages of this method of enrolling are apparent. Through its use there is considerable opportunity for vocational and educational guidance. The initial enrolment for each subject is known before the class meets. It is therefore possible to form additional classes, discontinue classes for which there is insufficient enrolment and make any other necessary adjustments and preparations before classes assemble. The greater personal attention given to pupils in the selection of subjects results in less likelihood of their becoming drop-outs, or wishing transfers to other classes, and is well worth the effort expended.

Disadvantages.—There are also disadvantages in this method of enrolling. A break of several days between the time of registration and the beginning of class work is almost a certain cause for the non-appearance of some who have enrolled. The enthusiasm for initiating the work has had an opportunity to cool off. With some it is essential that instruction be started before this spirit which animated them to enroll has found a new channel. With this method of enrolling the writer experienced in a given year a loss of 7 per cent of the initial enrolment through non-appearance for classes during the first week. This high percentage at that time may have been caused largely by the total lack of guidance in the selection of subjects. In subsequent years this loss was reduced materially.

Additional administrative work is usually entailed by the use of this method of enrolling. The building principal and his corps of helpers must do a very considerable part of the entering of data on the enrolment blanks. This work is spread among a number of teachers and nearly all pupils through the use of the method described later. There is usually considerable labor involved in sorting cards for classes and for the office, though careful planning of the form of the enrolment blanks may eliminate some of this.

When this method should be used.—From the experience of the writer he would judge that enrolment previous to initial class work is desirable for the year in which the schools are first organized in a community. Adequate provision for guidance, especially educational, should be available, however. It appears that this method of enrolling might likewise be followed for a few years

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until the public recognizes the nature of evening school education and becomes acquainted with the content and nature of basic subjects and courses of study.

Enrolling the first evening of school.—When this method of enrolling is followed, pupils gather at centers where they know subjects which they desire are offered. They are directed immediately to the auditorium or assembly room. At the appointed hour (and most evening pupils are on time for enrolment) the building principal calls the assembly to order. A few words of greeting are in order. Brief mention may be made of past achievements. The last annual report for that building or the entire system may provide the material. This reference may lead to a few words about the plans and preparations for the current year. Possibly a national song may be sung by the assemblage.

Following this introductory part of the proceedings, the business of enrolling may begin. There may be instructions to all regarding days and hours of meeting, room numbers by floors if the building is large, and so on. The principal may then begin dividing those assembled into classes. One method followed is to announce a subject and ask all to stand who desire to enroll in it. These are counted and the principal decides whether there is a sufficient number to warrant forming the class. If the number is large enough these pupils are sent to a designated room.

Another method of procedure followed at this point is to announce the name of a subject and ask all who desire to enroll in it to go directly to a designated room. Determination of whether a given class has sufficient enrolment to warrant its formation is deferred, in cases

where there is any question about it, until the teacher can report to the principal on the matter. Either type of procedure presupposes the establishment of a rule regarding minimum enrolment in classes. It is wise at times to hold this rule in abeyance for one or two sessions when the minimum number is closely approached. Late enrolments may bring the number in such instances to the minimum requirement. Attempts of pupils to persuade others to enter a class in order that the minimum number required may be reached are frequently unsatisfactory in the long run.

In sending groups of pupils to class-rooms the principal should have a definite order for calling off the names of classes. Enrolments for classes meeting one hour only should be called for first, and the pupils sent to the designated rooms. All available time is usually needed by teachers having first-hour classes to complete the enrolment and to get the class work under way.

Other factors may influence the order in which classes are called. The room facilities for handling expected large groups have been such a factor. A device has also been used of placing at the end of the list the call for very popular classes, such as physical education and some forms of commercial work. This is done frankly with the idea that such pupils as are not steadfast and fully determined upon the subject they wish to enroll in might be tempted to join other classes. This procedure undoubtedly places them as well as can be done without extensive guidance, and it tends to relieve crowded conditions where it is known they will exist. The guidance of the class-room teacher in cases of this sort may help such pupils. These individuals are unquestionable evidence

of the need for developing evening school technique in guidance.

The remainder of the enrolling is largely in the hands of class-room teachers. A method of procedure was suggested in the copy of a mimeographed sheet of instructions to teachers on pages 84-86.

Advantages.—The advantages of this method of enrolling are well defined. The break of several days, possibly, between enrolment and the first class work is eliminated. This factor was discussed in connection with the method of enrolling previous to school opening. It is unquestionably of the greatest advantage. Administrative work for the principal during the enrolling period is greatly reduced by delegating much of it to class-room teachers and the pupils under their supervision. From the standpoint of financial costs, this method involves less outlay for enrolling than the one first described.

Disadvantages.—The disadvantages of the second method are equally specific. There is much less opportunity for educational guidance. This is due to the fact that all teachers, irrespective of training or ability, may be called upon to give educational advice; and also to the fact that the numbers desiring consultation may be considerable in any one class, and the time available for this purpose short. The employment of this means of registration makes imperative the operation of some kind of an organized educational guidance service to which any pupil may go or be sent.

Placing a considerable part of the enrolment in the hands of a number of teachers multiplies the chances for errors considerably, no matter how conscientious the teachers may be. A close check of all cards should be

made just as rapidly as possible after the enrolment is completed.

One unfavorable condition cannot be removed by either method. There will always be some individuals appearing after class work has begun. If this condition is aggravated, it may cause much additional administrative work and necessitate numerous adjustments. A higher enrolment fee for late entrance has been found to alleviate this condition somewhat.

Observation of this factor of tardy enrolment in two successive years, using first one method of enrolment and then the other, indicated no striking advantage of one over the other. One may be tempted to surmise that continued use of the method of combining enrolling with the first evening of instruction eventually might have a tendency to reduce somewhat the number of tardy entrants.

When this method should be used.—It has been pointed out that the use of the method of enrolling previous to the beginning of class work may have advantages which outweigh disadvantages in the first year or years of work. After the evening school and its offerings become well known generally throughout a community, enrolment on the first evening of school may and probably will be a more feasible method to follow. It is a fact that large and successful evening schools, well established, follow this latter procedure in enrolling. Late enrolments are generally made in the office irrespective of what the initial method of enrolling is.

Double enrolment.—The procedure of having a preliminary enrolment preceding final enrolment is advocated by some, especially in connection with trade subjects. Through the employment of this method,

prospective pupils might enroll during a period of a number of weeks preceding the opening of school. It is then possible to determine beforehand quite definitely what classes will be formed. Opportunity is provided for guidance. This procedure makes possible a better survey of pupils, the work at which they are employed, and their ambitions, before the final enrolment is made. This is going a step further in the interests of better guidance service.

Physical Arrangements for Enrolling

The physical arrangements provided may be made to assist greatly or retard evening school enrolment. Inadequately planned, these may cause some to turn away because of timidity or misunderstanding. The building and outside approaches should be well lighted. Signs and placards should provide all necessary directions and instructions until the prospective pupil receives oral directions. A desirable practice is to have some person near the door to assist, greet or advise those who appear to be hesitant about entering and enrolling.

Before the beginning of class work.—If the enrolling is done at designated times previous to the first class work, the physical arrangements may assume great importance. The room, rooms or corridor should be of ample size to allow pupils to get to the enrolment desks. Above each enrolment desk should be a sign indicating the subject or subjects for which registration may there be made. Each teacher may enroll for his own class; or a person competent to enroll for several subjects closely associated, or for an entire department, as home-making, may be more desirable. Numbers enrolling for various subjects

may be the guiding factor in determining how many will assist with this work. Those doing the enrolling must know of any requirements for entrance to designated classes and be guided thereby.

Some system of checking the enrolment by classes is essential in order that more pupils are not enrolled than can be accommodated. This factor is an important one in instances where additional classes of a similar nature cannot be provided.

If writing space, pencils and some assistance are provided, a large part of the writing in of data on many enrolment blanks can be done by the pupils. Much time may be saved by this method in all instances where pupils have definitely determined just what the subject or subjects are for which they wish to enroll.

Where some form of guidance is provided for those who desire or need it, much patience, courtesy, tact and friendliness are necessary. Those doing enrolling need to be observant of the mental states of the pupils who come to them seeking help, seeking education. We can recall, most of us, with what awe, and sometimes fear and trembling, we may have approached the first enrolment in a college or university, or high school, or even a change from one grade school to another. This mental state is often present, but in an even greater degree, in many of those who approach an evening school enrolment desk. Those enrolling who have had little or no formal education, or who have not been in school for many years, very often have a respect almost approaching veneration for schools and teachers. No other explanation can be offered for the appearance of beads of perspiration which form on the brow of the adult, for the quivering hand and for

the catch in the voice. Those enrolling evening school pupils need to be observant and to conduct their personal contacts with individuals accordingly.

When enrolling and class work are done together.— The physical arrangements are usually not as extensive for enrolment by this method as for the one just described. Pupils need to be directed to the assembly hall and seated. The instructions there given them must be brief and specific. Pupils should be told of the location of the room for a designated class. When the pupils leave the assembly, the teacher may assist in guiding them to their room. Writing places are usually available in any school-room of whatever type. A method of conducting the enrolment in each class-room has been described. Specific instructions, care and proper, tactful personal contacts are important factors in this step in the procedure.

Enrolment Cards

The question of enrolment cards is an important one. It is worthy of much thought. Carefully planned, they make systematic enrolment of pupils and organization of classes assured. Without careful planning they may be the cause of much confusion. The factors about which the greatest difficulties center are return of enrolment fees, enrolment for more than one class each evening and enrolment for two or more short-unit classes.

Enrolment cards may serve any or all of several purposes. They may record the enrolment in the school, registration for various classes, fees, personal data, class attendance and students' accomplishments in their classes. These data are at times on a number of cards, or cards

with detachable stubs. Enrolment cards are used by teachers and principal for several purposes.

Enrolment cards do and should vary with regard to the data called for. Facts desired by the local authorities to be used in making plans for successive years and data desired for annual reports may be asked for. Information about classes, demanded by State authorities in cases of financial aid, may be asked for. The pupil's name, address and telephone number, occupation and previous schooling, the class in which he is enrolled and data concerning enrolment fees are commonly recorded.

The size and form of the cards vary considerably. The entire system of enrolment and other records should be kept as simple as possible. The enrolment card should be planned to record those facts which can be secured most readily at the time of enrolment. It must, however, be kept in mind that simplicity and briefness are important factors because of the time required to fill out these cards, no matter what process of enrolling is followed.

Single enrolment card.—Single enrolment cards are used in many places. Three inches by five, four by six and five by eight inches are common sizes because of the ease with which they may be filled in standard filing cases. It has been found in a large school in an industrial community that one such card can be filled out by most pupils. It is really a request for courses, and provides for listing occupational and educational evidence to support the request. These facts are to be recorded on one side of the card. On the reverse side is a record of enrolment and book fees. The size is three by five inches. It is apparent that some form of program card must be made out for the pupil's guidance; the teacher must have some method

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of keeping attendance records; and if a report of the pupil's work is to be made, that likewise must be provided for.

Another four-by-six inch annual register card used in St. Louis is printed on one side. It contains spaces for the usual data commonly found on enrolment cards. In addition, ruled spaces are provided for attendance records for three terms of school. There is space for a grade to be given for the work at the close of the instruction. In this city, program cards are also provided for the pupils, and their deposit and duplicate deposit receipts are perforated.

In large cities having a number of centers and also in single large schools in smaller cities the practice of numbering cards is commonly employed. This is especially desirable in connection with the handling of enrolment fees.

Carbon copy form.—A method employed by the writer at one time was to have an enrolment sheet superimposed upon an enrolment card with carbon paper between them. The printed forms were not unlike the perforated card illustrated in Figures 8 and 9. Side (2), Figure 8, was a sheet of paper not printed on the reverse side. It was the original paper copy and was filed in the principal's office. All of the data and information asked for on side (2) was exactly similar on side (1) down to "Attendance Record." The card, side (1), was sent to or kept by the teacher for the attendance record, personal data, and pupil record on the reverse side, shown in Figure 9.

Several-part perforated form.—An enrolment blank which combines several parts of evening school enrolling on a card with perforated stubs is quite common. This

same general form is used in other types of schools for enrolling pupils. The stubs may be as few or as many as desired. Some may be sent to one office, some to another, some may be given to the pupil. Much of the data recorded may be a duplication. Usually such perforated enrolment blanks have their several parts numbered with the same number, which is the pupil's identification number for the year or course.

One such enrolment blank has the spaces for commonly requested personal information. It is the office card and is numbered. A first stub, similarly numbered, is the pupil's receipt for his enrolment fee. A second stub serves as a program card for the class in which the pupil is enrolled, and likewise as an entrance slip to classes. Records of attendance and grades given for the work accomplished are kept in record books.

Combined enrolment blank, attendance record and work report.—The combined record blank illustrated in Figures 8 and 9 has been in a process of evolution for a number of years in the writer's organization. It has been planned to meet certain conditions. It is illustrated and described here more to show how these blanks need to be planned to meet local conditions than as an example of some new and particularly meritorious form. The size of each half of this perforated blank is four and one-half by five and three-fourths inches.

An analysis of the chief administrative conditions of an evening school system should be made when planning the enrolment blank and any other related forms, if there be such. In the organization using the above blank, but one enrolment fee is paid, irrespective of whether a pupil is in one or more classes following each other in time

sequence or paralleling each other on the same evenings. Pupils are allowed to enroll for classes succeeding each other at the time of initial enrolment. Enrolments are made in classes the first evening of school. Late enrolments are made in the principal's office. Teachers record enrolment fees, figure percentages of attendance and are given the necessary funds with which to return fees to those who earn their return through a high percentage of attendance. Classes are of both one-hour and two-hour length.

In the above case a system of enrolment and of pupil records was wanted which would be both simple and comprehensive. It was desired that all of this data be on a single or perforated card, except in such instances as required cumulative records. These blanks were to be so designed that pupils and teachers could insert the data in various sections readily.

An analysis of the final development of this particular enrolment card (Figures 8 and 9), designed to meet the above conditions, follows:

Side (1), Figure 8, is the front side of the pupil's card which is kept by the teacher, follows the pupil through his classes and eventually forms his permanent record of work. Side (3), Figure 9, is the reverse of this half of the blank. Side (2), Figure 8, is the office half of the blank, used for various purposes. The reverse side of the office card is blank (Figure 9). The office card is destroyed when such names and addresses have been taken from it as are desired the following year in connection with advertising.

Side (1) of the permanent record card has the date

(year) printed on it to save time in enrolling. A space is provided for "previous education" to assist teachers or others in the educational guidance of the pupils. The spaces for checking age provide information of value to teachers of some subjects. A space for recording the occupation of the pupil has a twofold aim. It may be used in educational guidance. At times it is necessary that the pupil's occupation be known to assure administrators that a given pupil is eligible for a certain class. This question arises in connection with some federally aided classes, wherein instruction must be such as to supplement daily employment. "Years experience" may provide information of value in guidance, and in shaping instruction in a class to help meet individual needs.

Under "Classes" is recorded the class (or possibly more than one if several succeed each other). If classes parallel each other on the same evenings a separate enrolment blank is prepared in each class.

Under "Deposit" is written the enrolment fee, one dollar. As Americanization classes do not pay a fee, "no fee" is written for students in these classes. Where two classes meet on the same evenings, the fee is paid in the first class. In the second class, "no fee" is written. Under "Paid" the date of payment is inserted and initialed by the teacher. When the fee is returned, the date is written under "Returned" and likewise initialed. Considerable responsibility is placed upon the teacher by this method of recording fees. It relieves the administrator of much routine work by spreading it. Financial records are written in ink, and therefore no occasion exists for numbering these cards and giving the pupils receipts. Fees are returned in class-rooms the last evening of the class. Cal-

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culations having to do with return of fees are made by the teacher.

The principal with the teacher's help may return the fees to those pupils who have earned them. If many pupils are to receive fees, the principal may hand the required lump sum to the teacher for distribution.

The attendance record is combined with the enrolment. The marking procedure is apparent from a study of side (1), Figure 8.

On the reverse side of this card (side (3), Figure 9), spaces are provided for recording important items in a pupil's accomplishment in his work in three classes. This number was selected because in the system in which the card was used a pupil might enroll in three short units of work succeeding each other during one year or term of school.

Frequently succeeding classes are taught by the same teacher, the work becoming more advanced in character. In such cases the teacher keeps the cards for later use. If a pupil is not to appear in a later course with the same teacher, his fee is returned to him if he has earned its return; or, if he desires to transfer to the class of another teacher, the card is sent to the principal's office at the close of a course. From there it is sent to the teacher of the new class which the pupil desires to enter. The name of the new class may have been or may then be entered on the second space provided for classes, side (1). At the close of that class the pupil's accomplishments again will be recorded in the proper spaces on side (3). At the close of the pupil's work (at the end of any course) this card is sent to the principal's office for filing as the pupil's permanent record for that year. Except in some academic

classes no cumulative records are made. For the latter the day-school forms are used. In a large system this plan might not be feasible.

If a pupil enrolls in two single-period classes on the same evenings of the week, he fills in two complete enrolment blanks. Both cards are used exactly as was just described, except that at the close of any class for which he made no deposit and which is marked "no fee" under "Deposit," he receives none, even though his attendance record would entitle him to it. If he earns the return of the fee in the other one-period class, he gets it back at the close of that class. If either or both one-period classes do not extend over the entire period of evening school, either or both cards may be transferred to other classes.

If a pupil attends more than one class in succeeding order, his percentage of attendance and consequent return of fee is determined by checking his attendance from the time of entrance. If several short-unit courses are of equal length, calculating percentage can be done quickly by averaging the several percentages recorded on side (3).

The office card, side (2), contains data for locating pupils in classes. To be wholly accurate in this respect it must be brought up to date if pupils enroll for more than one course. If a pupil enrolls in parallel one-period classes on the same evenings, the two cards are clipped together or the class name on one is transferred to the other and the one destroyed. Where classes follow each other, the pupils frequently enroll for two or three classes, as the case may be, at the time of initial enrolment.

The office card also has on it the home or business address and telephone number for use in case this information is needed. The check of the pupil's age is included

chiefly because these cards are kept until the following year, when they are used again in the sending of evening school circulars or letters. Only those names checked as being over twenty-one years are included in this list. All under that age receive literature because of their being recorded in census lists specially prepared. This procedure prevents duplication. In a large city such extensive advertising would in many instances be prohibitive because of cost.

This rather minute analysis of the above composite card is made chiefly to indicate how a desirable form can be planned, based upon an analysis of local administrative conditions and a conception of the general character of the system desired. It has been used in approximately this form for several years. It meets present local conditions exceedingly well. It is quite likely that it would have very real weaknesses in a system of different administrative organization and of much larger size.

Enrolment Fees

The question of enrolment fees has numerous angles not noted above. The chief purpose of an enrolment fee is to stimulate pupils to make their attendance continuous. That it operates toward this desired end there can be no doubt.

Amount of enrolment fee.—The amount charged for an enrolment fee varies. Usually it is one or two dollars. State and federal laws regulate this fee in the case of some specially aided classes. Tuition fees may not be charged for State and federally aided classes. A higher enrolment fee for late attendance, as was noted previ-

ously, has a tendency to spur people to enroll at the opening of school. To some the return of the enrolment fee means nothing. They would be glad to have the school keep it. Some have attempted to give it to teachers who they feel have done much to help them. To others the fee means considerable. The latter pupils make a decided effort to secure its return. They will calculate at the very opening of school just how many absences are allowed them if they are to have it returned.

All enrolment fees should be the same. If an additional amount is specified for a given class, as commonly happens in vocational subjects, this should be collected in class as a material fee. Some unaided art and arts-and-crafts classes have tuition charges in place of material fees. In many communities no enrolment fee is charged for any type of Americanization class.

How the fee is levied and returned.—The practices followed in the collecting and returning of enrolment fees vary. Where a fee is charged for each class in which a pupil enrolls, more routine and handling of money is necessary, but less confusion is likely. A numbered enrolment blank for each class, a similarly numbered student receipt stub for it, collection of the fee, and return of the same with proper checking complete the financial transactions in a given class.

A method employed in cases where but one fee is collected in a year for any number of classes was explained in the analysis of the enrolment blank illustrated in Figures 8 and 9.

The administrative organization must be such that fees can be returned at any time in instances where the organization of short-unit courses is a school policy. Otherwise

fees are returned at the close of the evening school term or its divisions.

A policy must be determined upon in regard to the calculation of percentages of attendance of those who enter after a class has begun. This is a vital question because the return of some enrolment fees may depend upon the policy pursued. Since it is frequently difficult to determine just why pupils do not enter a class when it begins, it seems only just that all attendance figures should be calculated from the date of entrance to the end of the course, rather than from the beginning of a class. Since the chief purpose of enrolment fees is to stimulate attendance, this aim would usually be defeated by the employment of any other method than the one indicated.

It has been found desirable to make provision for exceptions to the usual regulations regarding the return of fees. A very poor pupil's having to drop out because of work or change of residence might be an instance where an exception should be made. Another condition which appears, particularly in short-unit courses, is that in which an absence of but one or two nights out of the few in the course brings the percentage of attendance just slightly under the minimum. To secure a return of the fee in such an instance would require a percentage of attendance considerably above the minimum set.

A good policy to pursue is to require that pupils be present in person on the designated evening in order to secure the return of enrolment fees due them because of good attendance. This is usually the last night of a class or term, but not necessarily so. Evening school announcements should contain a statement making such a regulation clear.

Attendance required for return of fees.—There is nothing inherent in the idea of enrolment fees which suggests that these should not be kept by the school. They have been looked upon as a legitimate charge made to cover the cost of enrolling. However, in evening school education a definite conception of the chief purpose of an enrolment fee has been noted, namely the stimulation of attendance through a promise of its return. Common practice places the attendance percentage at either 75 or 80 per cent for the return of the fee.

With the latter concept of the enrolment fee in mind, the writer experimented to discover whether justifiable results would obtain if the required percentage of attendance were raised. For the year 1923-1924 the percentage of attendance required for the return of enrolment fees was 75. The following year this was raised to 90 per cent. Unfortunately no statistical data are available for comparison, but a paragraph in the annual report for the latter year notes this change. Part of the statement follows: "Instead of reducing the number of enrollment fees returned the opposite has been found true. More were returned under the 90 per cent requirement than under the 75 per cent requirement." No unfavorable comment was caused by the raising of the requirement.

Items 1 and 2 of Table I of the *Annual Evening School Report*, page 144, shows the physical growth of the evening school under consideration beginning with the year the 90 per cent requirement was instituted. Item 12 shows the growth in the number having 90 per cent attendance records and consequent return of fees. The yearly percentage of increase in those achieving 90 per cent records has grown more rapidly than the percentage of increase

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in the enrolment of the school. Undoubtedly all credit for this is not due to the increase in the attendance requirement. Short-unit courses, better organization of courses and better teaching have all contributed. The point made is that if the enrolment fee is to be returned for excellent attendance, the greatest possible good should be made of this regulation by setting the minimum high.

The reader is referred to Appendix B for additional forms used in enrolling.

QUESTIONS AND PROBLEMS

1. Discuss the advantages and disadvantages of enrolling evening school pupils previous to the opening of school for class work.
2. Discuss the advantages and disadvantages of enrolling evening school pupils on the opening night of instruction.
3. Point out wherein the method of enrolling beforehand has particular advantages over the alternative method for the first year or two.
4. Explain the importance of planning for a definite and simple procedure of enrolment, together with the values derived from making the physical arrangements for this process quite self-evident.
5. Why is it essential that an analysis be made of the chief factors in the organization and operation of specific evening schools, when planning an enrolment card or series of cards for that purpose?

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CHAPTER VII

RECORDS AND REPORTS

The keeping of adequate and accurate records of various kinds is very essential. Even if the evening school is small, it is necessary that records be kept of attendance, finances, grades given, school materials and the like. These records are just as important as those required in the operation of day-schools. Upon the basis of these records it is frequently necessary to compile State reports. State recognition of teachers and classes, and State and federal aid are dependent upon reports based on records of various kinds. Class records are also of great help in planning future class offerings and in selecting teachers for the ensuing year. If for no other reason than that of efficiency, records should be accurately kept of the important phases of the conduct of evening schools. Administrators of evening schools should be able to determine important facts at any time.

It is essential that records be systematized. This means the preparation of forms on which to record the data desired. These forms may be mimeographed or printed, preferably the latter. The number of forms used depends upon the size and complexity of the evening school organization, data required in the certification of teachers, recognition of classes, State and federal aid and information desired by the local authorities. The use of prepared

forms avoids confusion, and saves the time of both the teachers and the administrator. However, only those facts which are actually needed and used should be asked for. Forms should always be as simple as possible; they should be an aid and not a hindrance in the conduct of individual classes and the entire evening school system.

Pupil Records

One type of record which is very essential is the one of the individual pupil. This should certainly include his attendance and the grade of work accomplished. It may include other items. Record books such as are used in day classes are sometimes used. When they are, a more permanent form must be provided for a consolidated record which should be filed for possible future reference. Cards, with perforated attachments, such as are used in some colleges and universities, are also used for recording attendance, grades and the like. The form illustrated in Figures 8 and 9 was described therein in detail. The pupil's half of such a card provides space for commonly needed enrolment data, records of enrolment fee or fees, attendance record and record of achievement in class or classes. The form of forms used in keeping records must be such that a permanent record is left on file in the school. Simplicity in this procedure is much to be desired.

Permanent School Records of Work

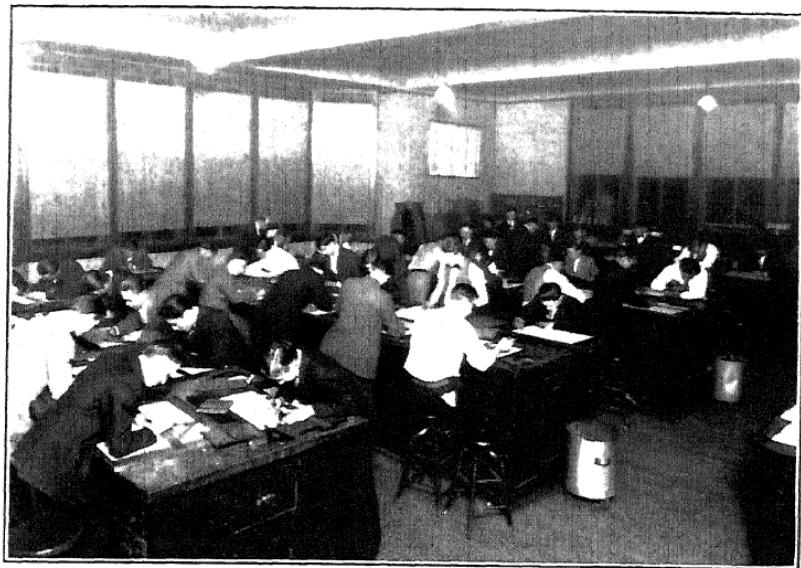
Brief note has been made of permanent records to be filed in the school. In systems where several schools are operated, the adoption of a standard form is essential.

It is imperative that such a record be kept in cases where a pupil pursues a course or a series of related courses over a period of two or three years. It is also imperative in cases where pupils are pursuing elementary grade or junior or senior high school courses leading toward diplomas. If in the latter case the offerings parallel the day subjects, it is possible to use the permanent record of the day-schools. If other than strictly grade or junior or senior high school subjects are recorded, a special form is necessary. In many ways it seems desirable that the permanent record of evening instruction should be different from the one used in day-schools.

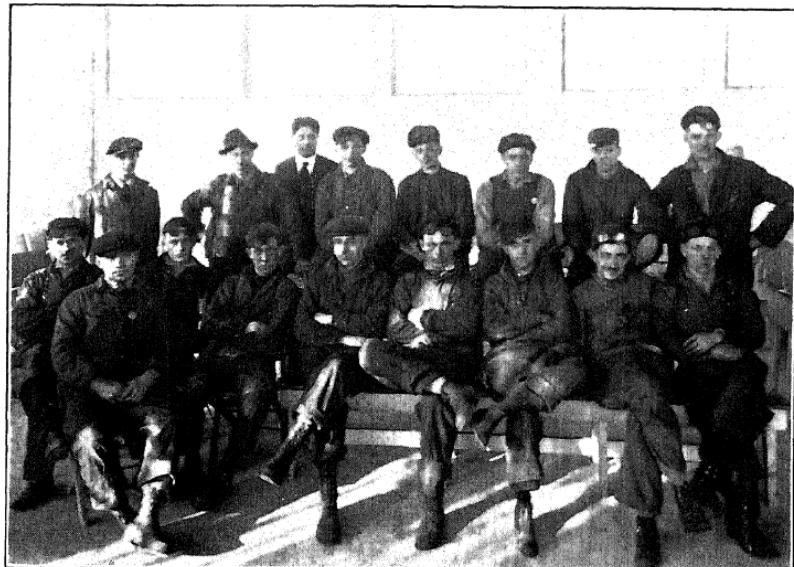
An excellent permanent record card is one used in Minneapolis. On the front side are spaces for recording the usual personal data, including previous education, trade experience and special items in the case of foreign-born students. On the reverse side are spaces for recording the work of eighteen classes under the following headings: subject or class, classification of subject, date enrolled, date left or finished, length of course in hours, number of sixty-minute periods attended, standing, school and teacher. Data must be transferred to these permanent office record cards from the pupils' class card turned in at the end of the term's work.

Periodical Class Attendance Reports

Some form of periodical report on the attendance of classes is essential. Time units may vary. Such a report may be simple with only a very few spaces for entering data. It may be more detailed if it is to be used for several purposes. The form illustrated in Figure 7 (page 81)



Sheet-Metal Worker's Apprentices Learning Sheet-Metal Drawing
(McKinley Night School, St. Louis)



Ready for the Evening Class in Oxyacetylene Welding (Duluth)

is quite elaborate. It provides an exact picture of the condition of a class at the end of each week. Some of the data recorded are transferred to a consolidated record sheet of all classes.

This particular report (Figure 7) contains one item used only in the annual report. It is item 3, pupil-hours. The total number is desired at the close of the year as a unit of measure. There are other units of measure such as the pupil-year and pupil-class. The pupil-hour is the smallest measure and the most accurate because it has no variation. This measurement is taken to discover the growth or decline of the total instruction given in a year. However, its chief purpose is to determine the financial cost of instruction on a unit basis, so that increases or decreases may be noted (See item 7, Figure 7). The cost per pupil-hour is of course determined by dividing the cost of the evening instruction by the total number of pupil-hours.

Through the employment of a periodical report, such as is illustrated in Figure 7, the principal or evening school director may watch the growth, decline or steadiness of attendance of classes. He may determine approximately when pupils dropped out or entered. The drop-outs may number so many, for instance, that the average number in attendance may not warrant the continuation of the class. These reports may be the source of an inquiry on the part of the administrator or supervisor into causes of drop-outs. A conference with the teacher may show that the decline in attendance was wholly unavoidable. Such instances have been noted frequently. Possibly in some cases, a suggestion regarding subject-matter, methods or pupil approach may bring better results.

Cards sent to those who have dropped out may cause some to return. The teacher may be helped to discover for himself what the causes for drop-outs are. The chief educational value of the periodical report may be thought of as that of recording the "pulse" of classes. It forms one basis for discovering teachers who may need assistance. Inquiry reveals the fact that many systems follow the practice of considering a pupil as "dropped from the class" after three successive absences, that is, he is "dropped" on the fourth evening if not present.

The periodical class attendance reports may be the source from which the pay-roll is compiled. The form illustrated in Figure 7 is five by five and one-half inches. A carbon copy is made and kept by the teacher and referred to (item 7) in making the report of the following week.

Cumulative Term or Monthly Attendance Reports

A cumulative monthly report of all classes serves much the same purpose for a school or an entire system that the periodical class reports do for individual classes. A study of the data for each class tells the story of the attendance status over a given period, as a month. It provides an even better source for judgments concerning class attendance than can be secured from class reports covering a briefer period of time.

Figure 10 is a form used as a cumulative monthly attendance report. It is mimeographed, on eight and one-half by eleven inch paper. It might be printed. On this particular form three items are recorded each week for each class. Other items might be recorded likewise by

RECORDS AND REPORTS

Evening School—1926-1927

October

Individuals enrolled to October 28.....624

Average attendance for October (by classes) 607

Percentage attendance for October . . . 92%

FIGURE 10
Cumulative Monthly Attendance Report

adding them under each week. The total enrolment of the class to date is first given. This is followed by the average weekly attendance, and then the percentage attendance. The second item gives the average attendance in numbers, at times essential when it nears a set minimum. The last item helps to picture the immediate condition of attendance because it takes into consideration the additions to the class in any week and likewise any drop-outs.

It should be noted in connection with this chart and the weekly reports (Figure 7) that at the beginning of a class the average attendance may be less than the enrolment, and the percentage attendance still may be 100. This is because of additions to the class after its opening, all members enrolled being present. Garment-making I and II, art craft, grade arithmetic and everyday law are examples of this condition (Figure 10).

It also may be noted how "dropping" pupils from those belonging to the class after three successive absences raises the percentage attendance. Plan-reading, garment-making III, beginning English, and penmanship are examples (Figure 10).

A class may also continue to have a fair or minimum average attendance, but only because of continued new recruits to take the places of those who have dropped out. It should be apparent that total enrolment, average attendance and percentage attendance are all important factors in securing a true picture of an evening school class.

Such an attendance report may form the attendance section of a more formal monthly report to the superintendent and board of education.

When a cumulative report of this kind records facts in time units of one week, it sometimes happens that the end of the week and the end of the month do not coincide. This difficulty can be overcome by recording for any month the weeks which end in that month.

One difficulty which is hard to overcome is to secure the average attendance in individuals by schools, when some of them attend more than one class each evening. The total average attendance recorded on the above form is by classes, because some pupils are in two classes. It should be pointed out also that the percentage attendance here recorded is taken from the weekly reports (Figure 7). The percentage is arrived at, it will be noted, on the basis of those "belonging to the class" at the end of each week and not upon the initial or total enrolment of pupils in the class.

In the procedure of "dropping" pupils after repeated absences, the evening school follows the practice of day-schools in similar situations. In many classes this factor scarcely enters into the computations. In other classes, however, it may be a glaring condition, in need of immediate attention and careful future planning.

Monthly Reports to 'Superintendent

A monthly report of evening school education is of equal importance with other monthly school reports to the superintendent. There may be no standardized form on which to enter data as there frequently is for day-schools. This condition is an advantage, for it provides an opportunity for noting the developments, conduct and progress of the instruction in essay form. This is often

desirable with educational activities which are new, relatively speaking.

It has been noted that a cumulative monthly report of attendance may form a part of a more comprehensive monthly report to the superintendent. Other items which may be recorded in monthly reports are: the results of experiments with classes, subject-matter or methods; the beginning and ending of short units of instruction; comments on exceptional work or attendance of specific classes; the visits, comments and suggestions of State supervisors; requests for and suggestions concerning equipment and buildings; financial records; and any unusual factors entering into the ordinary conduct of the evening schools of which the superintendent and school-board should be aware and which should be recorded officially.

Monthly reports to the superintendent are of value to the administrator of evening schools. They are of value to the superintendent and the board of education. If for no other reason whatever, they are of value in keeping before the ultimate school authorities the fact that evening education is a vital and a live unit of the public school system. Monthly reports are also of value to the growing institution of evening schools, in helping to center attention and interest of both the school authorities and the general public (through the press) on their possibilities, accomplishments and importance in the field of adult education.

Certification of Teachers

The making of reports on the qualifications of teachers is another form of routine work required of most evening

school administrators. Certification of teachers becomes increasingly important as specific types of evening instruction are recognized and aided by the State, or by both the State and federal governments. State recognition and subsequent special aid immediately involve the establishment of standards regarding teachers as well as buildings, hours and courses of study. Special aid and standards are treated extensively in Chapter XII.

Among the more commonly requested items on reports concerning the certification of teachers are the following: name of teacher, kind of teaching certificate held, date of expiration of certificate, subjects taught in evening school, years of experience in teaching in evening school, salary (for some time unit), building in which teacher teaches and schools attended, together with locations, years, kinds of courses and diplomas. In the certification of various types of vocational teachers, data of another type are usually desired, such as: teaching experience, vocational experience, present occupation, special preparation for teaching evening vocational classes and the request for certification to teach specifically named subjects, usually those classified as vocational.

The certification of teachers is usually done through the administrator's office, though the teachers, of course, supply data requested. Various devices are possible which make the filling-in of these reports accurate, and require a minimum amount of work for the principal or director. Unified groups of teachers may be brought together and the applications for certificates for all of them made out at one time. Interpretations of questions can be made for all if necessary. Frequently applications must be made in duplicate.

State Reports of Classes

Two reports are commonly demanded of classes for which State recognition and frequently resulting aid are requested. A preliminary report is at times considered as an application for aid for proposed classes. It also serves as a basis for subsequent inspection by State supervisors. Among the items of information commonly asked for of each class are the following: name of class, dates of opening and closing, length of course, evenings on which the class meets, hours the class is in session, building in which it meets and instructor's name and salary.

A final report of each class for which recognition and aid are requested is always required. This may take the form of one sheet for each class, or classes of one type may be grouped. Among commonly requested items the following appear: class or subject, classification of class, length of course (hours, weeks, years), time this year, sessions per week, days of week, hours during which class meets, minutes per session, dates of first and last lessons, enrolment (male and female), average attendance, percentage attendance, personnel of group, fees or tuition charged, attendance in pupil-hours, building, texts used, names of teachers, number of teachers, teaching experience of teachers, kind of certificate held and salary paid for the course. In the case of federally aided classes, trade or special experience or training may be asked for, and the age of all the pupils.

It is evident from the above list of items requiring the entering of data that much of the administrator's time may be saved if the routine report forms he plans and

uses are such that cumulative data may be secured from them rapidly when it is needed for State reports. The evening school administrator should know what data are required of him in reports before he plans his forms.

Federal reports on Americanization classes are usually requested. No reimbursement is dependent upon them, but it is certainly proper to coöperate with the Bureau of Naturalization in its efforts to measure this type of instruction.

Citizenship Records

Attention already has been directed to the recording of data on the citizenship status of pupils on enrolment blanks. In small communities, evening school administrators may offer courses in English and citizenship, arrange for examinations by an official of the Bureau of Naturalization, and feel and know that their responsibilities have been fairly well met. In large cities, where greater numbers apply for citizenship, more extensive and accurate records of courses pursued and of the naturalization status of individuals are desirable. Minneapolis, for instance, keeps a complete record of citizenship status of all of its foreign-born evening pupils on special cards. There is also a citizenship cross-file card which contains references to various files. In addition to these two there is an office census card of the pupil which contains desired data.

Library Records

Texts and reference books used in evening schools need to be as accurately accounted for as they do in day-schools. Frequently the book forms used for day-schools

may be used for evening schools. Duplicate charge slips are commonly used when teachers withdraw a number of books from a textbook library. Similar duplicate credit slips are made out upon the return of the books. In both cases the custodian keeps one copy and the teacher receives the other.

When teachers issue textbooks to pupils, a common method of recording them is to make out receipts to the pupils, naming the book loaned, the date, and the amount deposited for it. This sum is returned when the book and receipt are returned to the teacher.

One evening school enrolment blank has on its reverse side a book account which provides spaces for all book transactions between the evening school and the pupils.

If pupils are permitted to draw reference books from school libraries, a method should be provided which will insure the school against loss in case of non-return.

Requisitions for Supplies

If a considerable variety of supplies is needed by teachers, the request for these, together with the necessary data on the disposition of the requests, should be adequately recorded. The same form of requisition as is used in day-schools may serve the purpose very well.

Pay-rolls

A special form for pay-rolls for evening schools is often desirable because of irregularities of days, hours and salary basis. An eight and one-half by eleven inch form which has proved satisfactory has at the top of the page

spaces for the year, time unit covered and school. Following the spaces for the instructors' names are additional ones for number of evenings (or hours), number of hours per evening, rate per evening (or hour), total salary and remarks.

Attendance Chart

A device which has proved interesting and effective is an attendance chart. On it is recorded each week the percentage of attendance of each class. It is hung inside the front entrance of the building where all or nearly all will pass and see it. Such a chart is illustrated in Figure 11. This one is twenty-five by thirty inches. Some which were larger and some which were smaller have also been used. Data for such a chart can be secured readily from weekly reports to the principal if there are such (Figure 7). It is not difficult to obtain such data for one building under any circumstances.

In the chart illustrated, percentages of ninety or above were recorded with red pencil, and those below ninety in green. The green marks show up light in the illustration and the red ones appear dark. The chart is ruled in pencil.

Such a chart is quite an accurate picture of the attendance by classes and by weeks. The data recorded thereon are in such form that they may be used readily by administrators in making monthly or other reports to the superintendent and final State reports.

The degree of variability of percentage of attendance for any class frequently indicates something of the character of the instruction as well as of the attendance. The succeeding weekly percentages for each class may tell a

EVENING SCHOOL

PERCENTAGE ATTENDANCE

COURSE	WEEK																		AVE.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
MONT'L LETTER.	87	93	85	88	83	71	89	76	82	76	73	67	Class Ended						81
MACH-SHOP(ELEM)	100	81	80	90	80	80	71	83	90	Class Ended									84
SHOW-CARD WR.	93	91	85	90	85	85	86	73	95	87	78	Class Ended							86
AUTO REPAIR I	98	100	95	86	86	70	88	92	96	Class Ended									90
PLAN-READING	96	92	100	88	92	59	Class Ended												88
BOOK KEEPING	100	90	82	81	78	75	72	82	86	82	67	56	80	80	80	95	90	77	80
TYPEWRITING	96	91	92	96	96	91	88	79	80	96	61	64	Class Ended						86
BUS. CORRESP.	97	93	86	93	96	93	93	53	91	91	75	62	Class Ended						85
GAR-MKG I (1 ST UNIT)	100	100	80	88	86	100	Class Ended												94
GAR-MKG II (2 ND UNIT)	100	93	87	93	78	83	Class Ended												89
GAR-MKG III (3 RD UNIT)	100	97	97	97	100	92	Class Ended												97
PLAIN COOK. (SEC. I)	100	94	83	100	91	83	Class Ended												92
PLAIN COOK. (SEC. II)	100	91	92	100	96	92	Class Ended												95
FALL MILLINERY	100	100	94	95	97	95	Class Ended												97
ART CRAFT	100	98	94	100	87	88	91	88	96	97	86	83	Class Ended						92
ART IN DRESS	91	85	79	86	86	88	Class Ended												86
BEG. ENGLISH	100	98	80	100	83	87	86	85	94	90	89	89	94	67	85	89	92	96	89
GRADE ARITH.	100	96	81	81	92	81	85	66	83	77	55	80	95	85	75	85	80	80	82
GRADE ENGLISH	100	100	91	73	77	63	87	100	100	100	71	85	Class Ended						87
PENMANSHIP	100	93	100	83	60	65	66	96	88	80	50	13	90	71	80	100	100	80	79
SPELLING	100	93	93	79	73	84	87	92	88	88	50	40	73	77	90	90	90	90	82
PUB. SP'K G. I	93	65	80	80	85	75	Class Closed												80
EVERYDAY LAW	100	99	95	93	92	88	83	87	85	80	85	75	Class Ended						89
PHYS. ED. (MEN)	92	80	77	76	75	77	80	78	80	85	60	70	71	70	60	60	80	80	75
PHYS. ED. (WOMEN)	89	87	85	90	83	90	91	80	94	94	87	93	87	92	96	96	96	88	96
SWIM G. (WOMEN)	100	97	67	89	58	80	99	71	83	83	75	100	88	80	78	Class Ended			83
ELEM. OF FLEC. I	100	90	98	78	62	71	Class Ended												83
ELEM. OF ELEC. II							100	83	78	67	67	Class Ended							79
GAR-MKG I (2 ND UNIT)							100	90	94	100	100	90	Class Ended						96
GAR-MKG II (2 ND UNIT)							95	84	92	80	58	86	Class Ended						83
GAR-MKG III (2 ND UNIT)							97	100	100	98	90	85	Class Ended						95
MEAL PLAN. (SEC. I)							96	75	90	90	90	93	Class Ended						89
MEAL PLAN. (SEC. II)							100	93	100	96	100	100	Class Ended						98
MILLINERY-WIN:SPG.							94	75	94	93	71	67	Class Ended						82
BLDG. ESTIMATING							78	78	73	80	72	67	Class Ended						75
HOME PLAN. & FURN.							100	85	94	67	57	Class Ended							81
MACH-SHOP II									96	75	100	100	87	100	90	95	90	93	
UNUSUAL COOKING											100	97	94	100	100	100	99		
GAR-MKG I (3 RD UNIT)												91	80	91	95	81	95	89	
GAR-MKG II (3 RD UNIT)												96	85	88	83	83	86	87	
GAR-MKG III (3 RD UNIT)												100	98	93	92	93	94	95	
MONT'L. ESTIMATING												95	82	90	80	91	83	87	

FIGURE 11
Attendance Chart

97+ 92 87 89+ 84 81 87+ 83 90 88 74 76 90 83 86 89 90 88 87

story of constant attendance of a large number, variable attendance of a considerable number of increasing or decreasing regularity of attendance. An increase for one week in a class of markedly low or variable percentage usually indicates that a number of members have been dropped from those belonging to the class, and the percentage has accordingly risen.

The average attendance of all classes recorded at the bottom of the chart, is likewise of interest. In the fifth week, for example, the fact that a general election came on one of two evenings of school affected the attendance. In the sixth week an Armistice Day celebration did likewise. The evening operation of stores before Christmas is reflected in the eleventh and twelfth weeks, particularly in commercial and related classes. Such an attendance condition should be avoided whenever possible.

The chief purpose of this chart, however, is not to assist the teachers in making a diagnosis of class attendance. It is to stimulate interest in attendance. This applies equally well to pupils and teachers. Pupils gather about the chart and discuss the records of their own and other classes. The smudged figures and finger marks on these charts are mute reminders of interested students. Teachers watch the charts, discuss attendance with their classes in a spirit of rivalry and are quick to report the slightest inaccuracy. Such a chart is unquestionably an effective device for stimulating attendance. The use of some such device is urged.

The question of rivalry between classes has at times been carried a step further by posting the names of leading classes, by reporting such to the press and by offering and giving little prizes to the members of a winning class.

Certificates and Diplomas

Evening school officials are responsible for the issuing of certificates and diplomas. When elementary school or high school work has been completed, diplomas must be prepared. Certificates in much greater numbers are desired by many who pursue studies in a single class or series of short-unit classes. Such certificates are particularly desired by pupils in commercial and industrial classes, and in elementary grade subjects when the pupils are not working for a diploma. They are often desired for presentation as evidence of evening school attendance in specific classes. Certificates should be granted to all who desire them.

Blank certificates can be signed by school officials and handed to teachers to complete and sign on the last evening of school. They may also be filled in after classes have completed their work. Pupils should bring self-addressed stamped envelopes for this purpose.

Certificates should be of a size that can be inserted in commonly used stamped envelopes. The one illustrated in Figure 12 is five by six inches. It should provide for an adequate description or picture of a pupil's work and attendance in a specified subject.

Administrator's Annual Report

The one responsible for evening school education should make an annual report to the superintendent. Any school activity supported by taxation should be accounted for. If the report is carefully thought out, it can also,

<p>Public Evening School St. Cloud, Minnesota Certificate</p>			
<p>This is to certify that _____ was a student in the _____ class of the St. Cloud Public Evening School during the year _____. The length of this unit course of instruction was _____ hours. This student was in attendance _____ hours, which was _____ percent of the time from the date of entrance. The work accomplished was given the grade of _____ by the instructor.</p>			
<hr/> <i>Instructor</i>		<hr/> <i>Principal</i>	
<p>A - Very Superior B - Above Average C - Average D - Below Average F - Failure</p>			

FIGURE 12
Evening School Certificate

through publicity, be made the vehicle for indirect advertising of evening schools and their offerings and potential values.

Forms

Records and reports and the forms used for them are closely related. The importance of proper planning of forms to supply the data desired in records and reports has been noted. In large cities with numerous centers, diversity of offerings, and varied class schedules, the evening school organization can be held together and effectively operated only through a unified system of forms. Referring again to Minneapolis, we find sixteen forms used in evening school work, designated as follows: census card, class card, receipt for fee, teacher's monthly report to principal, elementary certificate, principal's monthly report, financial report, principal's term report, teacher's register, teachers' monthly pay-roll, general requisition, non-attendance inquiry, absence inquiry, transfer notice, report card and teacher's class book.

The reader is referred to Appendix B for additional forms used in records and reports.

QUESTIONS AND PROBLEMS

1. Explain the value of following the procedure of first determining the nature of the data desired or demanded, and then constructing forms which when filled in will give the required information.
2. What are some of the important factors of attendance which a cumulative monthly report should provide for the director of evening schools?

3. Plan a form for an office registration blank, with space for recording an enrolment fee.
4. Plan an accompanying program card to serve also as an admittance to class and as the form on which attendance and grading are recorded.
5. Plan a permanent evening school record card to which pertinent data are transcribed from the above registration card and the program-attendance-grading card.

REFERENCES

Appendix B.

Brown, Glen D., "The Evening School Program—Its Promotion and Maintenance," *Industrial Arts Magazine* (Milwaukee, Wisconsin, November, 1927).

Sets of evening school forms used in cities where evening instruction has been extensively developed, together with any available printed or mimeographed instructions for their use.

CHAPTER VIII

PROGRESSIVE DEVELOPMENT OF EVENING SCHOOLS

In spite of examples to the contrary, evening schools are relatively new as an educational activity. They are generally no older than the modern movement for adult education, evidenced in several major educational activities. Evening schools are, as may be expected, still in a state of experimentation. Notable advances have been made in subject-matter, methods, and organization, but there is still much to be discovered, even in the most highly developed individual institutions.

Each new evening school which is inaugurated means additional experimentation if it is to be successful, even though it may benefit by the discoveries and successes of others. This factor is inherent in the very nature of evening instruction, which is to meet the specifically recognized needs of individuals, groups and communities.

Evening schools, even when effectively administered and taught, must change their offerings and sometimes their methods to meet new and changing demands. They must feel the pulses of adult educational needs of the communities they serve and respond to them. This means almost constant reorganization. Such an educational procedure or conception of organization was quite foreign to American education up to a decade ago. However, we now have the examples of part-time training and other

forms of industrial, agricultural, commercial and home-making education to show us a path. These branches have broken away courageously from traditional forms in order to meet new and frequently changing demands.¹ Such a conception and organization of evening schools make them quickly responsive to needs.

May it not be hoped that such changes in demands will never cease? They add new problems and perplexities continually, it is true, but they also oblige those responsible to be continually alert, alive, observant, and constantly studying. Such a condition assures growth and virility in many ways in this form of educational endeavor, and insures against stagnation and complacent assurance, which are foreign to development.

Development Based upon Concrete Factors

While there is much that is experimental in the continued development of evening school education, there are concrete factors which may assist greatly in arriving at new conclusions. These factors may be made effective guides in further experiment and educational development. They may be used as guide-posts to future development. Among them are included various class records and reports; surveys of pupils' educational desires and previous preparation; requests for classes by individuals and groups; administrators' observations of pupils, teachers and classes; information secured through talks to teachers and pupils; comments and remarks of pupils; observations of changing occupational needs of a community;

¹ The tenets held by progressive and reactionary educators with regard to adult education are balanced against each other in the *Committee Report*, Appendix A, pp. 310-314.

and recorded results of previous successful and unsuccessful evening school offerings, teachers and methods.

Values of an Annual Evening School Report

A comprehensive annual report of evening school education serves two valuable purposes. It summarizes and records the work of the year ending, and if compiled with that thought in mind it may serve as an excellent guide in assisting in the planning of the work for the following year. Comparison of the current year with past years adds to its value as an indicator of future efforts. Preliminary plans, at least, for the ensuing year should be made while the results of the current year are still fresh in mind.

The main divisions of the following annual evening school report are: general statements, measurable progress, statistical comparison of three-year period table of class records, results of pupil survey, financial statement, proposed program for ensuing year and summary of recommendations. This report is included here so that it may be referred to in part in connection with discussions of various active agencies which may influence the future growth, development and efficiency of evening education.

ANNUAL EVENING SCHOOL REPORT "1926-1927

"To the Superintendent and Board of Education:

"The 1926-1927 Evening School, which was in operation eighteen weeks (Oct. 5, 1926 to Feb. 18, 1927), was the largest thus far in point of view of attendance. There were 664 enrolled in one, two or three courses, varying in length from five to eighteen weeks. The information and data below will picture the physical growth. Certain items, which will be pointed

out, will indicate the instructional advancement through high attendance records. These are an accurate barometer of how effectively the instruction is meeting the needs of the local community, for it should be borne in mind that attendance is purely voluntary. In order to take advantage of the Evening School a few pupils drove from surrounding farms and the following communities: Sauk Rapids, Sartell, Rice, Ronneby, Waite Park, Rockville, Cold Spring and St. Joseph.

"Continued efforts were made this year to achieve more nearly the standards of attendance, punctuality and concentration of effort that obtain in day-school instruction. There are many evidences that this goal was more nearly approached than ever before.

"The extremely cold weather of November, December and January, as compared with that of the past three or four years, prevented the attendance records from being raised. Five holidays or days of special significance falling on Evening School nights proved to be further distractions. In spite of these handicaps the percentage of attendance for all classes remained the same as for last year, the previous high record, 87 per cent.

"MEASURABLE PROGRESS

"I. A study of Table I following will reveal many items of advancement in the Evening School during the past three years. Several items should be interpreted as being of special significance. It has been the policy of the school during these years to break up long classes into a number of short ones with very specific limits and content. The wisdom of this is now evident. Item 3 shows the increase in the number of classes offered, item 2 the increased enrolment by classes, and items 18 and 19 the increase in the number of short-unit classes and decrease in the number of long classes. As a result of this, items 12 and 13 show a great increase in the numbers who have been in attendance more than 90 per cent of the time and those whose records are 100 per cent. Item 14 (number of classes having 90 per cent attendance records) undoubtedly

would have been increased from 13 to 17 or 18 had we not been experimenting with a number of new short classes and employing some new teachers. For the same reason, in item 15, the percentage of attendance of short classes would have been raised from 89.4 per cent to approximately 91.5 per cent. Taking into consideration the adverse conditions of this year, in making comparisons with former years, there can be but one conclusion—namely, that short units of work in evening schools are a decided advantage and should be extended to as many classes as is feasible.

"II. With an increased instructional expenditure of \$154 or 4 per cent over the previous year, the increased individual enrolment of 18 was provided for. Enrolment by classes increased from 855 to 998, number of classes increased from 33 to 42, lessons taught from 720 to 786, total length of operation from 16 to 18 weeks, pupil-hours of instruction from 20,-269 to 24,447, with a consequent decrease in the corresponding cost per pupil-hour of instruction from \$.19 to \$.16 1/3.

"Justifiable pride is taken in the above figures, which indicate the efficacy of the instruction offered by the teachers, the measured value of short-unit courses and efficiency in organizing the classes desired and making such adjustments in them from time to time as seem desirable or needed.

"III. This year the enrolment date was moved ahead one week, and twelve weeks of work were completed before the Christmas holidays. All possible classes were put into operation during this period. The result is evidenced particularly in the average attendance by classes in the first two months (item 11). It has been proved to the satisfaction of the principal that the policy of having as much work as possible before Christmas is a good one for a city as far north as St. Cloud.

"IV. For several years we have pursued a policy of having two enrolment nights before school began. This made possible some educational guidance for those who wished to take advantage of it. In this respect it has been successful. It has been, however, a rather slow process and has caused a break

between enrolment and the first class work. It was thought that enrolment on the first night of work, by the class teachers, might now be possible in St. Cloud, because of the large numbers who come more than one year, and because of widespread common knowledge about the evening courses. The plan was tried this year. Those wishing advice about courses got it from the teachers who had been instructed in giving it, or from the principal and an assistant employed for that purpose. The change worked very well. The pupils enrolled and went to work the same night. A considerable financial saving was also effected.

"That adult education is in demand in St. Cloud there can be no doubt from a study of the above facts. In this the city does not differ, except possibly in degree, from other cities all over the United States and England. That we have but scratched the surface of the desires of our citizens is indicated by the variety of classes desired as shown in the survey of pupils' wishes taken December 16 (Table III).

"SUMMARY OF RECOMMENDATIONS FOR 1927-1928

"1. The program just outlined, if all classes were formed, would result in an instructional cost of \$4,145, or \$139 more than this year. However, judging from past experiences, there is little or no likelihood that every course offered will find sufficient pupils to warrant organization. In fact, I confidently believe that several courses could be organized later in the term in instances where they have been omitted in this proposed program. We have always planned to advertise more classes at the beginning of the year than the budget would permit. It is difficult to advertise and organize desired classes after school has begun and it becomes evident that funds are available through the non-formation of some classes.

"2. It is not planned to use the Junior High School Building except in an unlooked-for emergency, though the use of that building for three or four classes would be most desirable.

"3. Art Handcraft for Women is to be offered again for

"TABLE I

"Comparison of Numbers of Students, Costs, etc., 1924-1925, 1925-1926,
1926-1927

Items	1924-1925	1925-1926	1926-1927
<u>Enrolment 1926-1927</u>			
Men—16 to 21 years.....	80		
—over 21 years.....	218		
	<hr/>	298	285
Women—16 to 21 years.....	107		
—over 21 years.....	259		
	<hr/>	366	361
1. Total enrolment	552	646	664
2. Student enrolment by classes.....	711	855	998
3. Number of classes or units of work..	32	33	42
4. Number of lessons taught	625	720	786
5. Pupil-hours of instruction	16,573	20,269	24,447
6. Instructional and administrative cost	\$3,423	\$3,852	\$4,006
7. COST OF INSTRUCTION PER PUPIL-HOUR	\$.20 $\frac{1}{3}$	\$.19	\$.16 $\frac{1}{3}$
8. Nights per week	2	2	2
9. Period of operation (weeks)	16	16	18
10. Attendance required for return of enrolment fee	90%	90%	90%
11. Class attendance by months:			
First	424	561	607
Second	360	488	492
Third	323	427	383
Fourth	224	220	186
Fifth	175	196	167
12. Number of individuals having 90 per cent or more attendance, by classes	279	365	442
13. Number of individuals having 100 per cent attendance, by classes	101	145	236
14. Number of classes having more than 90 per cent attendance	11	12	13
15. Per cent of attendance of short units or classes (mostly 6 and not over 9 weeks)	89	91	89.4
16. Per cent of attendance of long units or classes (mostly from 11 to 18 weeks)	83	85	84
17. Per cent of attendance of all units or classes	86	87	87
18. Number of short units or classes	12	11	26
19. Number of long units or classes	20	22	16

“TABLE II
“Class Records, 1926-1927

Class	Number of Lessons	Number Enrolled	Per Cent of Attendance
Monumental Lettering	24	30	81
Machine Shop I	18	15	84
Show-Card Writing	22	15	86
Automotive Repair	18	22	90
Plan-Reading (Builders)	12	13	88
Bookkeeping	36	52	80
Typewriting	24	89	86
Business Correspondence	24	38	85
Garment-Making I (first unit)	12	18	94
Garment-Making II (first unit)	12	17	89
Garment-Making III (first unit)	12	20	97
Plain Cooking—Section I	12	18	92
Plain Cooking—Section II	12	13	95
Fall Millinery	12	17	97
Art Handcraft for Women	24	39	92
Art in Dress	12	20	86
Beginning English (Foreigners)	36	28	89
Grade Arithmetic	36	15	82
Grade English	24	11	87
Penmanship	36	14	79
Spelling	36	23	82
Public Speaking	12	18	80
Everyday Law and Business Practice....	24	45	89
Physical Education—Men	36	58	75
Physical Education—Women	36	71	89
Swimming—Women	30	31	83
Elements of Electricity I.....	12	32	83
Elements of Electricity II	10	18	79
Garment-Making I (second unit)	12	18	96
Garment-Making II (second unit)	12	15	83
Garment-Making III (second unit)	12	20	95
Meal-Planning—Section I	12	15	89
Meal-Planning—Section II	12	12	98
Millinery—Winter and Spring	12	8	82
Building Estimating	12	14	75
Home-Planning and Furnishing, Women	10	9	81
Machine Shop II	18	15	93
Unusual Cooking	12	16	99
Garment-Making I (third unit)	12	12	89
Garment-Making II (third unit)	12	13	87
Garment-Making III (third unit)	12	20	95
Monumental Estimating	12	11	87
<i>Total</i>	<i>786</i>	<i>998</i>	<i>87</i>
			<i>Average</i>

"TABLE III

"Results of a Survey of Evening School Pupils Taken December 16
(Not all pupils volunteered the information asked for)

Years pupils have been in the Evening School:

One Year	173 or 61.5%	of those supplying data
Two Years	68 or 24.2%	of those supplying data
Three Years ...	25 or 9 %	of those supplying data
Four Years ...	9 or 3.2%	of those supplying data
Five Years	5 or 1.7%	of those supplying data
Seven Years ..	1 or .4%	of those supplying data

The following subjects were listed as being those desired in the Evening School next year:

Gymnasium (Women)	18	French	2
Grade English	17	Garment-Making III	2
Art Craft for Women	16	Accountancy	2
Tailoring	15	Radio	2
Typewriting	14	Electric Welding	2
Bookkeeping	13	Carpentry—Woodwork	2
Monumental Design	12	Chemistry	2
Art	10	Advanced Typewriting	2
Shorthand	10	Business Correspondence	2
Show-Card Writing	10	Unusual Cooking	2
Sewing	11	Home Decoration	1
Gymnasium (Men)	9	Piano Music	1
Garment-Making II	9	Calculating (Burroughs)	1
Garment-Making I	6	German	1
Machine-Shop	6	English (High School)	1
Public Speaking	5	Parliamentary Law	1
Electricity	5	Architectural Drawing	1
Millinery	4	Penmanship	1
Plain Cooking	4	Business Management	1
Everyday Law	4	Civil Service	1
Auto Repair	3	Nursing	1
Building Estimating—Plan Reading	3	Auto Repair (Women)	1
Spelling	3	Voice-Culture	1
Beauty Culture	3	Swimming (Men)	1

"FINANCIAL STATEMENT

A

	Budget	Amount Used	Amount Balance	
For instruction and administration..	\$4,000.00	\$4,006.00	\$ 6.00	deficit
For supplies and advertising	100.00	149.69	49.69	deficit

B

The Board should be reimbursed from State and federal funds approximately as follows:

For 7 trade classes (Smith-Hughes)	\$331.00
For 18 home-making classes (Smith-Hughes)	532.50
For 4 non-vocational classes (state aid)	135.00*
Total	\$998.50

* This item may be prorated slightly.

C

Enrolment fees were \$1 (\$2 for late enrolment. No fee for Americanization Classes).

Total amount of fees unredeemed by 90 per cent attendance \$414.00
Check for \$414.00 accompanies this report.

D

The actual total cost of this year's Evening School to this district (less light and extra heat) is:

Salaries, supplies and advertising	\$4,155.69
Less State and federal reimbursement	\$ 998.50
Less unredeemed enrolment fees	414.00
	\$1,412.50
Actual cost of Evening School to the district	<u>\$2,743.19</u>

The following program is proposed for 1927-1928. It is based upon the experiences of this and past years, and to some extent upon the requests for classes for next year, as indicated by the survey of December 16; and upon the estimate of the superintendent that the salary item in the budget would be \$4,000.

"PROPOSED PROGRAM, 1927-1928

Class	Length	Teacher Cost
Monumental Lettering Exploratory Course	2 weeks	\$32.00
Monumental Lettering	10 weeks	160.00
Machine-Shop (3 units)	12 weeks	180.00
Show-Card Writing	10 weeks	100.00
Plan-Reading (Builders)	6 weeks	60.00
Building Estimating	6 weeks	60.00
Mathematics of Electricity	6 weeks	60.00
Direct-Current Machinery	6 weeks	60.00
Alternating-Current Machinery	6 weeks	60.00
Radio Construction	12 weeks	120.00
Bookkeeping	18 weeks	180.00
Typewriting	2 classes—10 weeks	100.00
Business Correspondence	1 hour —10 weeks	50.00
Advertising	1 hour —10 weeks	50.00
Everyday Law and Business Practice	10 weeks	100.00
Beginning Shorthand	1 hour —18 weeks	90.00
Garment-Making I (3 units)	18 weeks	180.00
Garment-Making II (3 units)	18 weeks	180.00
Tailoring (3 units)	18 weeks	180.00
Fall and Winter Millinery	6 weeks	60.00
Cooking (3 units)	18 weeks	180.00
Art Handcraft (Women)	10 weeks	100.00
Home-Planning	6 weeks	60.00
Art in Dress	6 weeks	60.00
Citizenship	12 weeks	120.00
Beginning English (foreigners)	18 weeks	180.00
Grade School English	1 hour —18 weeks	90.00
Grade School Arithmetic	1 hour —18 weeks	90.00
Penmanship and Spelling	1 hour —18 weeks	90.00
English I, II (High School)	18 weeks	180.00
German I (High School)	18 weeks	180.00
Current Social and Economic Problems (Women)	12 weeks	120.00
Physical Education—Men	12 weeks	120.00
Physical Education—Women	12 weeks	144.00
Enrolment		15.00
Principal	18 weeks and organization work before and reports afterschool	
Secretary	18 weeks	300.00 54.00
<i>Total</i>		\$4145.00

two reasons: first, because it takes care of many women who would otherwise overcrowd sewing classes, and second, because of its popularity this year. Other new classes, for which there is housing facility, are also planned, which it is believed will attract women from the cooking classes. It is also planned to attract some pupils from typewriting by adding shorthand and advertising.

"4. From the survey taken on December 16, it is evident that courses of more advanced standing in some subjects should be given, or broader offerings provided. Steps in these directions are provided for in the proposed program for next year in the following groups: trade, home-making, commercial, and high school academic courses.

"5. Special attention should be called to the publicity given to the high school offerings.

"6. The amount provided for publicity and supplies (\$100) has not proved sufficient in the last three or four years to keep the advertising material on its original high plane. This item should be increased to \$150.

"7. On the basis of success achieved in short-unit courses this year and in past years, it is provided that this plan be extended to additional classes next year.

"8. The following classes will be dropped next year with the possibility of their being organized if funds become available through the non-organization of some of the classes proposed: Monumental Estimating, Automotive Repair, Garment-Making III, Public Speaking and one cooking class.

"9. The following classes will be curtailed in the length of their courses: Typewriting from 12 to 10 weeks, Business Correspondence from 12 to 10 weeks, Everyday Law and Business Practice 12 to 10 weeks, Millinery 12 to 6 weeks, Art Handcraft for Women 12 to 10 weeks, Physical Education (both men and women) 18 weeks to 12 weeks. The commercial classes are all reduced slightly because of the difficulty students have in attending during the week or two before Christmas when business establishments are open nights.

"10. The following new classes will be established for rea-

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sons outlined in 3 above: Mathematics of Electricity, 6 weeks; Direct-Current Machinery, 6 weeks; Alternating-Current Machinery, 6 weeks; Advertising, 10 weeks; Beginning Shorthand, 18 weeks; Tailoring (3 units), 18 weeks; English I and II (High School), 18 weeks; German I, 18 weeks; Current Social and Economic Problems (women), 12 weeks."

Active Agencies Influencing Evening School Development

Establishing new classes.—A growing and progressing evening school will wish to offer new courses in varying numbers. These classes will be efforts to meet well-defined needs, or attempts to discover such needs. That such offerings should be most logically and successfully planned is important. If classes are requested by organized or well-defined groups, the choices of subject-matter, methods and teacher may not be extremely difficult problems. The writer has had requests for specific classes from State reformatory guards and officials, post-office clerks and office employees of a public service corporation. Such groups make excellent nucleuses for classes. As schools become established and a fixed policy of organizing classes becomes known, this procedure is an excellent one in helping officials to determine upon new ones.

Experiments and experiences with somewhat similar previous classes may also be of great assistance. A study of the two units of the class in Elements of Electricity (Figure 11) will indicate that it was not a great success so far as holding power on pupils was concerned. The two units of this class were planned as an experiment in an industrial field hitherto untouched locally. Out of them grew a far more logical plan for courses based upon the

experience gained. In the "Summary of Recommendations," pages 144, 149-150, the result of these experiments will be found in plans for three short units in Mathematics of Electricity, Direct-Current Machinery, and Alternating-Current Machinery.

In a manner similar to the above it was determined to offer a four-night exploratory course preliminary to a Monumental Lettering and Design class. The latter class was a well-established one, but because of its nature it had lost a considerable number of the new pupils each year shortly after it was begun. The short exploratory course was a survey of what the regular class would cover. Those who desired to do so could drop out or transfer to another class at the close of the four lessons if they so desired.

A device which may produce valuable information relative to demands for new classes, and old classes also, is the pupil survey. Results must be questioned somewhat at times, however, because of immediate enthusiasm for a class in which a pupil is enrolled, because all pupils enrolled in evening courses may not be reached in one or two evenings at some period in the term and because new and unusual classes requested, with only a very few votes, might at the proper time draw a large enrolment. Instances of this kind could be noted.

New classes have at times been established for the simple purpose of attracting pupils from other popular courses. The writer recalls that during two successive years the enrolment in garment-making classes in a given school was so great that emergency measures, unsatisfactory in character, were necessary. To overcome this condition a class in art craft for women was organized

the following year. Thirty-nine enrolled in the new course and many were turned away. The overcrowding in garment-making classes ended. The new class was so popular and held the interest and attendance so well that it became one of the established classes.

Continuing established classes.—Communities soon discover that certain courses are desired year after year. This may be because of particular industries, a large foreign element in the population, an exceptional teacher, no other facilities for securing the instruction, well-organized courses or other factors which produce a constantly recurring demand from newly recruited pupils. The attendance records—total attendance, average attendance, and percentage attendance—tell a vivid story about an established class. These records in their entirety indicate whether the demand for a class is small or great; whether interest is steady, upheld to the end, or fluctuating; and whether the demand is growing, declining or stationary through a period of several years.

At times the continuance of established classes may depend upon the available teachers. A certain home-making course in tailoring was almost wholly dependent upon the personality and reputation of an evening school teacher of many years' service. A public speaking class, brought to a high pitch by one teacher, had to be discontinued a year after he left because there was not another of his caliber to fill the position. A grade school arithmetic class, generally recognized as an established class, even though its enrolment was not great, experienced numerous starts and slumps in the hands of elementary grade teachers. It was revived and firmly established when it was placed in the hands of a man from the

manual arts department who had had considerable engineering and mathematical training. He knew how to approach adult pupils, and used excellent judgment in the selection of subject-matter and methods. The teacher is always of great, and at times of first, importance in a consideration of the question of the continuation of established classes.

Dropping established classes.—It may be just as essential to the continued development of evening schools to discontinue established classes, at times, as it is to inaugurate new classes. Attention has already been directed toward the attendance records as a barometer of the interest in and demand for a class. Careful scrutiny should precede any changes.

The matter of adequately trained teachers has also been referred to in the section on "Continuing established classes." Poor teaching or inability to find a competent teacher to fill the place of one who is no longer available may result in dropping a class just as the opposite would warrant its continuation. The dropping of a teacher because of ineffective teaching may be an excellent opportunity for dropping the class, and possibly reorganizing the subject-matter, giving it a new name, and securing a new teacher.

A diminished need for a class may become apparent. Such a class should be discontinued and not allowed to die out. It is an unhealthy sign and creates a bad psychological effect, and the funds for salary should be used for a class for which a greater demand exists. Lack of funds with which to meet the demands for new classes might hurry somewhat the process of dropping a class which is declining.

At times it is a good plan to omit an established class from the program of a school for a year solely for the psychological effect. A condition always to be avoided is one in which a pupil, a group of pupils or a community has received all the instruction in a subject it desires. The desire for instruction should never be allowed to be wholly satisfied.

The dropping of a class, either temporarily or permanently, may be a step which adds to the progress and future development of evening education in a community. Observations alone are not sufficient to warrant such action. Facts based on past records should be studied.

Reducing unit costs.—The reduction of unit costs—not total costs—is usually a sign of development to be expected as evening schools progress and grow from year to year. This is particularly true if there are material increases in enrolment. Large numbers of pupils can always be handled at a smaller unit cost than small numbers. Overhead costs of light, heat and janitorial service are also open to scrutiny and careful checking. The greatest possible use always should be made of supplies and equipment. This does not mean excessive economy, for such in the end is usually not true economy. Administrative and instructional costs will increase with the growth of the evening school or school system. The unit costs for each pupil should decline, however.

The lowest possible unit should be established in arriving at costs. The pupil-hour is sometimes used in other divisions of our educational system. It is particularly adapted to measuring unit costs in evening schools. It is small, does not vary and is easily computed and used as a measuring-stick. Lengths of courses and hours per ses-

sion do and should vary if the organization is responsive to studied needs. These variations make a larger measuring unit illogical. See paragraph II of "Measurable Progress," page 142; and items 5, 6 and 7 of Table I, page 144, in connection with unit costs, and the way they may be expected to decline in a growing organization. An evening school official should not fear the use of a financial measuring-stick.

Increasing regularity of attendance and punctuality.

—An excellent indication of internal development in an evening school organization is growth in regularity of attendance and punctuality. If the best results are to be accomplished, a high degree of excellence in these two factors is necessary. One cannot expect good results if laxity prevails. The voluntary nature of the attendance at evening school is at times in itself detrimental to punctuality and regularity of attendance. Positive efforts are usually necessary to bring about good conditions. It is a problem for both teachers and administrators. The ultimate goal of achievement is the standard set up for day-school pupils. This, however, must be attained through other means than some of those commonly employed in day-schools.

A competent teacher who presents well-organized subject-matter by methods adapted to adults usually does not have a serious problem in regard to regularity of attendance. Interest is the entering wedge and holding power. It applies to adults in evening classes just as it is now recognized as being a most essential if not the most essential factor in the teaching of junior high school pupils. In the case of evening education, it is the interest born through a knowledge and realization of

the fact that the individual is securing instruction which he desires and knows will be of value to him.

In addition to the pull exerted on pupils through teaching such as is above described, a device exists for reaching some who are lax and need reminding. This is a mailed notice of absence. The one illustrated below is printed on the back of a government post-card. It is self-

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My dear Mr.

We have missed you for consecutive meetings of the class in in the Evening School.

This class was formed partly because you signified by your enrolment that you wished to take up this subject for study. The school authorities feel it is unfair to them and the teacher to drop out after a teacher has been employed. If you have not received instruction of benefit to you, I urge you to talk over your needs with me.

Will you not be with us at the next meeting of the class on?

Very truly yours,

....., Instructor.

explanatory. It is intended primarily as a notice of continued absence or irregularity of attendance. It is also intended to bring to the attention of the pupil the fact that he assumes some responsibility toward the teacher, class and school when he enrolls in a subject. Notice of absence, mailed or otherwise, helps in many instances, but is far from 100 per cent efficient. Such notices are, however, worth the time and slight cost expended.

Two devices for stimulating regularity have worked well under certain circumstances. A class in cooking, with an excellent teacher, good course of study and unusually

fine spirit among the pupils was constantly held at an expectant pitch about what the next lesson would be. Pupils came each succeeding evening eager to discover what the lesson was about.

Another teacher in a rather small grade-school mathematics class definitely asked who would be and who would not be present at the following lesson. A considerable part of the instruction was individual and the teacher took the position that, as such instruction demanded considerable planning for each individual, he was entitled to know which individuals would be present. The pupils saw the fairness of his request and of his unwillingness to make plans for absent members. Under the conditions and circumstances named the device worked exceedingly well. Attendance records for the class were the best in several years.

Punctuality is in most instances the direct result of good teaching. The teacher's example in this matter, a thorough understanding from the beginning of the course that classes will start and stop on time, and interesting subject-matter and methods of teaching all help to bring about a healthy condition in regard to punctuality. A device used with considerable success is to start a class lesson or demonstration, even if it is very short, promptly at the beginning of the session. A tardy entrance to class attracts attention to the individual, not so much desired by many adults as it sometimes is by pupils in secondary education. If the pupil is interested, he experiences the feeling that he personally has lost something by not being in class at the beginning of the lesson.

Timing length of courses.—Proper judgment concerning the length of courses often has much to do with

their successful operation and final termination. A previous discussion centered attention upon the psychological effect on pupils of short-unit courses, definitely named and bounded in subject-matter. Their stimulation to effort and the feeling of accomplishment produced at the close of each are well worth the added work of administration. Note has also been made of the desirability of having as much of the instruction as possible before the Christmas holidays, especially in colder sections of the country.

The length of some classes can be determined ultimately only by experiment. A class in everyday law and business practice was first planned for six weeks' length. In successive years it was changed to eight, ten, twelve and again to ten weeks, where it now stands.

Two short-unit millinery classes followed each other for a total of fourteen weeks. It was apparent that this was too long. In order to have the units break at the same time as numerous other home-making classes, two units of six weeks each were tried. In this particular instance the total for the two was still apparently too long. The final arrangement was a reorganization and consolidation of the two units into one of six weeks. Practically the same pupils had been enrolled in both units in the previous years in this particular instance.

A number of commercial classes, along with all others, were at one time lengthened from ten to twelve weeks, previous to the Christmas holidays. This arrangement brought the close of the work just before Christmas. The attendance the last two weeks in these commercial classes was very poor, owing to the fact that many pupils worked in retail stores in the evening at this time. These

classes were then arranged for a period of ten weeks, and closed before the remainder of the evening classes at the holiday season.

The above examples are given to show how plans for the length of classes must at times be changed in the light of experience gained from records and observations. This is but another example of adapting the organization to the needs of the pupils.

Dropping teachers.—At times it may become necessary in the interest of evening school development to drop teachers. This might be at the close of a first class or unit in the case of a teacher just employed or on probation, or at the end of the evening school year (through non-employment the following year). This action may be difficult at times if the teacher is a member of the day-school faculty or a well-established citizen of the community. Sentiment in such cases, however, should play no part if the growth and success of the school is placed in jeopardy.

Lack of ability to hold and successfully teach a class is of course the chief reason for dropping or not reëmploying teachers. As common among the more specific causes the following might be named: requirement of more strength than an individual has for both day and evening work; inability of teacher to get to the pupils' level with the instruction; teacher assuming a superior personal attitude; other outside interests; teacher not aggressive enough; and inability to teach a subject though a master of it (particularly in commercial, industrial and home-making subjects). The writer could cite numerous instances wherein each of the above-mentioned factors prevented the accomplishment of successful in-

struction, and resulted in the future non-employment of the teachers in question.

Securing new teachers.—The employment of new teachers for both established and new classes is essential to the future internal development of evening schools. All of those factors just enumerated as being specific causes for unsuccessful teaching should be guarded against as much as they can be in the selection of new teachers. Search should be made for individuals who exhibit characteristics which are directly opposite to those named.

The best person in the community for evening school teaching should be secured, irrespective of whether that person comes from the day faculty of the schools, a private school, industry, business, the home or an office. The best teacher is not too good. This duty of the evening school officials calls for search, investigation, a wide acquaintanceship with the leaders in a community and a knowledge of where and how to search and secure assistance in searching.

Teachers for established classes should be selected in the light of past experience with the pupils, course of study and former teachers. A radical change may be desirable for one class, while a continuation of past policies may be more desirable for another. A quiet little woman, following immediately after a self-assured man, pulled the remains of a bookkeeping class together and brought the class to a fairly successful termination.

Changing content and methods of courses.—The adjusting of the duration of evening classes may involve adding to or subtracting from the subject-matter of courses. At times complete reorganization of content is

needed when established courses are expanded or contracted, as was noted above in the instance of a millinery class.

Courses of study in all phases of education are either alive and growing or dormant and dying, depending upon the teacher or the general state of the subject. New subjects, fighting for a place in the curriculum, and subjects closely related to the changing status of modern life are generally responsive to changing needs and conditions. We may therefore expect that courses of study for evening classes should be changing in the light of past experiences and findings, and in harmony with changing life conditions. An evening school teacher, more than any other, needs to check himself if he teaches a subject twice, using the same content and methods. Such a teacher has ceased, temporarily at least, to develop and his retention as a teacher might well be questioned.

Changing the content or methods of a course following newly learned lessons is a charge laid both on the teacher and on the supervisor, director or principal. A new teacher in a commercial subject was admonished to be prepared with much material and to work his pupils hard, because that was what they desired. He apparently did this, for within a few weeks several of his pupils appeared, asking that they be permitted to drop the subject. Questioning revealed the fact that he not only gave intense instruction in class but also made heavy home-work assignments. Such an excuse for dropping had been previously unheard-of. The teacher and school official learned a new and important lesson. Changes and adjustments were made at once, but about one-half of the class had been lost.

Testing results.—Testing the results of evening education is very important. It is likewise difficult. The school and pupils are such that day-school tests are frequently unsatisfactory. Usually tests cannot be forced upon voluntary pupils. There is grave danger that the knowledge that tests are required would prevent some from enrolling and drive others away before courses were completed. Standardized achievement tests in some academic subjects are applicable, but for diagnostic purposes rather than as tests of accomplishment.

Several factors are, however, indirect indications of the accomplished results of both pupils and classes. Chief among these are the successful accomplishments of former students in the occupational work, the observations and statements of State inspectors in the case of subsidized classes and the voluntary statements, letters and reports of students.

In classes and subjects pursued for elementary grade or high school credit and a subsequent certificate, the question of testing the results of the instruction is simple and plain. Established standards must be attained. For all other classes—and they exist in great number and variety—the question of testing evening school results is as much a problem for study as vocational and educational guidance, and organization of courses of study. It is an important item in progressive growth.

Training teachers in service.—It may be pointed out at this time that the sources of organized teacher-training in service are generally two in number, (1) the local evening school official and (2) itinerant teacher-trainers sent out by State departments of education and State universities. Summer school study and correspondence

study may be self-inaugurated training or may be suggested by officials.

The local evening school director or the principals usually have little time for supervision after their administrative work is accomplished. Some work can always be accomplished along this line, however. Certainly enough should be accomplished so that the impression may not be formed that no training in service exists, that it is unnecessary to successful work, or that it is not required. Teachers' meetings of the entire evening faculty of schools and of homogeneous or departmental groups are possible, even though they must be brief. Books which are of use to particular groups or individuals may be issued. Mimeographed helps may be prepared and sent out. As has been noted previously, work on courses of study with individuals and groups may also be made an excellent means of training teachers in service.

Itinerant teacher-trainers, specially trained or capable, who can assist groups of teachers with common interests, are more and more being supplied to fill the needs of training in service for evening school teachers. They are prepared to assist in studies of subject-matter, methods, teaching devices, class conduct and organization of courses of study. Teaching requirements for evening school teachers are being raised and will continue to be raised, just as they are in all other fields of education. The itinerant teacher-trainer is the forerunner and certain assurance of higher requirements in the training and certification of some forms of evening education which have not yet been placed upon a high professional basis. We may confidently look forward to considerable

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improvement in the training in service of evening teachers, and the subsequent growth, development and value of the instruction they give.

QUESTIONS AND PROBLEMS

1. Explain and illustrate why evening schools must be conceived in such a manner that they are quickly responsive to changing needs through the organization and subject-matter of their courses.
2. Explain how annual evening school reports may be made a valuable aid in planning future work.
3. What are some of the reasons why educational experimentation in various forms is particularly essential to progressive evening school development at its inception, and to a considerable extent throughout its continued operation?
4. What are some of the sources you would investigate for data bearing on possible classes for a proposed evening school organization in an industrial city of 10,000 to 20,000 population?
5. What are some of the factors which might be operating that would influence you in determining to discontinue, for a time at least, the operation of existing classes?
6. Name some of the more common reasons behind a conclusion to offer new courses in your evening schools.
7. What would you study about a class of the current year, and possibly of past years, in an effort to determine whether it should be offered again?
8. What factors operating in evening schools make regular attendance and punctuality a particular problem?
9. Why is teacher-training in service of particular importance in evening school administration and supervision?

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CHAPTER IX

THE EVENING SCHOOL CURRICULUM

The distinction between the meaning of *curriculum* and that of *course of study* generally is not well defined. To many these terms are synonymous. *Curriculum* generally is thought of as having in it the conception of more than one, as a number of classes in a subject, department or school; or a number of classes required to attain a definite goal. *Curriculum* is often considered an inclusive term in that it embraces any number of classes in a variety of subjects, each class with an organized course of study for instructional purposes. In skeleton form this would make a curriculum a list of names of classes or, in some instances, subjects. It is upon this latter conception of the meaning of the term that this chapter is based. It is a discussion of evening school offerings by subjects and classes. To the following chapter is reserved a discussion of courses of study for individual classes in various subjects.

Diversity in Offerings

Again referring to an evening school as an educational institution designed to meet all the educational needs of all the people (as nearly as practicable), we may judge rightly that the subjects offered should represent a

diversity of life activities, interests and requirements. It is particularly necessary that, at the first organization of a cosmopolitan evening school, subjects should be representative of a variety of interests in order to assist in determining where major emphasis is necessary. Starting an evening school on a relatively small scale need be no bar to planning one or more subjects in a number of major fields.

A study of the summary of evening school attendance taken from the *Biennial Survey of Education, 1922-1924* (page 14) indicates a strong demand for three major types of instruction—elementary, high school and vocational. Under *vocational* it is presumed are included all courses for men and women which are related to any kind of wage-earning occupation. A wide variety of subjects is undoubtedly included under both the elementary and high school classifications. It is under *vocational*, however, that the greatest variety of specific offerings would appear, as these subjects represent great divergence in local occupations. There is evidence which would lead one to believe that the data recorded in the survey are not wholly reliable in all instances and that the enrolment under vocational subjects is greater than indicated. These data are not secured from city school officials direct, and there are evidences that entire enrolments have erroneously been lumped under one of the first two classifications. The principal group under which diversity of offerings most frequently occurs is undoubtedly greater in size than is evidenced in the report. The

³ Educational service to adults of all levels of intelligence is admirably outlined in Appendix A, p. 316, and the need for a flexible and varied program, on p. 332 of the same report.

Tenth Annual Report of the Federal Board for Vocational Education, pages 134-135, records a total of 200,856 pupils enrolled in 1924 in evening classes organized under approved "State Plans" both federally aided and not federally aided. This number does not include other vocational classes in evening schools not organized under approved State Plans.

The above condition is noted only to emphasize properly the fact of, and need for, diversity in evening school offerings. Any evening school, restricted in offerings solely to one of the three classifications above referred to, is not meeting its full responsibility or opportunity for service. Financial inability should be the only cause for a restriction in the scope of subjects offered. Boards of education and superintendents need to have a broad vision. Directors or principals in immediate charge of the work must not be biased in any way toward one or two of the three general divisions of the offerings found in cosmopolitan evening schools.

Long- Versus Short-Unit Courses

Unit course is a term which has come with the rise of vocational education.² In that field of education it is frequently coupled with the word "short." It was found to be desirable for various good reasons to break up large subjects into a number of short classes or "short units," specifically bounded in content and centered on one particular phase of the subject. A short-unit course may be thought of as a body of teaching material, small in

² *Evening Industrial Schools*, Bulletin No. 18, 1918, Federal Board for Vocational Education, pp. 19-23.

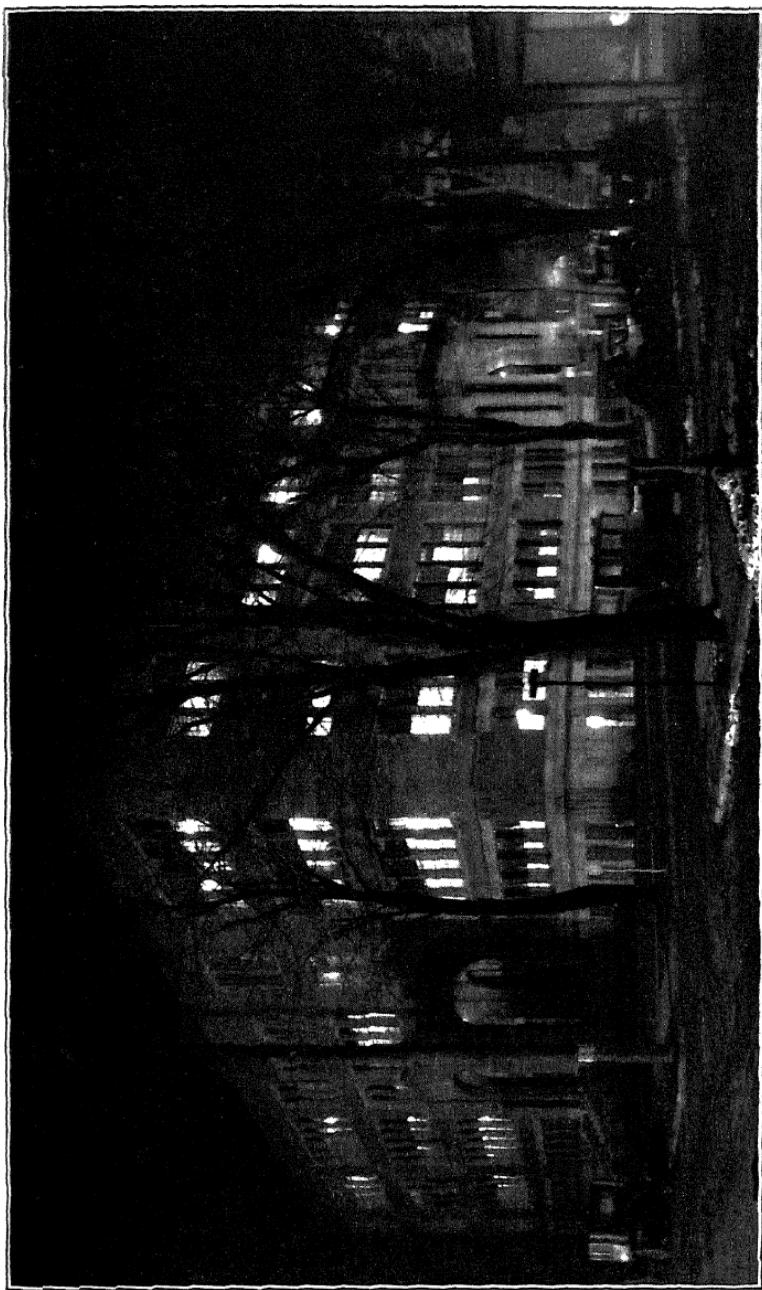
measure, definitely bounded and arranged in a sequence which leaves a pupil with more information, appreciation or skill. *Short* must always be considered as a relative term.

It will be judged that short units or classes can be applied to industrial, home-making and some commercial subjects more readily than to grade and high school academic subjects. The nature of the content of the former is such that portions of it may be isolated and taught with little reference to other portions or units. This condition does not hold so true for academic subjects. The latter, however, can be divided into sections of various lengths as different specific phases are studied, though several may have to be completed before any credit for the work can be given or a class completed.

The psychological principle behind short units of instruction already has been noted. Most adults wish to see goals not too far distant. Satisfaction comes from the accomplishment and completion of a specific class. These two factors add incentive to the instruction and to the efforts of the pupils. This principle of organization of subject-matter holds true whether a subject is actually broken into a number of short-unit classes, each specifically named; or whether a subject is of long duration with but a single name, though internally divided into sections recognizable to the pupils. The resulting values of short-unit classes or recognizable divisions of classes of long duration are unquestionably worth the added administrative work entailed.

With attendance voluntary, a very fair indication of whether instruction is effective in meeting pupils' needs may be secured by a survey of class attendance records.

Light in the Darkness (Madison, Wisconsin)



Data which show a high percentage of attendance, average attendance or few drop-outs usually may be taken as assurance of good instruction. Referring to the evening school attendance chart (Figure 11), we observe that the percentage attendance in classes of short duration was much better than in those of considerable length. There are many more heavy figures than there are light for the short-length classes, indicating attendance of 90 per cent or above. As may be expected, other records bear out the conclusion that there were few drop-outs in these short-unit classes. It may be observed that many of these short-unit classes follow each other frequently, but not necessarily with the same pupils.

As further evidence of organization value and holding power of short-unit classes, see items 15 and 16 of Table I, page 144. Here it will be observed that over a period of three successive years the short-unit classes had 6 per cent, 6 per cent and 5.4 per cent better attendance than the classes of long duration.

Value of Physical Products of Classes

Most adult evening school pupils are not greatly different from children in day-schools in one respect. They like to see the physical results of their work. These are a source of interest and act as incentives to future effort. Pupils also like to be praised for an excellent piece of work. They are pleased when it is placed on exhibition. This applies to both men and women. Pupils in the practical or vocational subjects, of course, secure the greatest satisfaction from this source. It proves to be a strong holding power on the pupils. Let a woman start a hat

in a millinery class or a magazine rack in a hand-craft class, or a man start a poster in a show-card writing class, and the drawing power to the class is greatly strengthened.

It should not be inferred that academic classes may not also have some physical products, though of a different nature. Academic pupils like to be told when they have written good themes or have prepared excellent arithmetic papers. They are pleased when papers are exhibited, as in penmanship and spelling. In many the desire for some kind of certificate of their work is but the evidence of the desire for some physical indication of their achievement.

The need for teachers with personal magnetism is doubled in academic classes for adults because of the relatively small number of the physical products which result from the pupils' work. Some pupils, of course, will be spurred to do good work and to maintain good attendance by a distant goal, as the achievement of an elementary school or high school diploma, or a government certificate to present for naturalization. The special need for teachers with personality in academic evening classes should be thoroughly recognized when selections are made.

Range of Offerings

In Chapter I were listed the chief classifications of evening school instruction. Reviewing them, we find they are:

Americanization

English and Citizenship

Trade and industrial
 Extension and preparatory
Vocational home-making
Commercial
 Extension and preparatory
Agricultural (extension)
Elementary school subjects
High school academic subjects
Physical education
Art (fine and "hand-craft")
Junior college subjects

The above classifications of evening school subjects (more roughly grouped as high and elementary school and vocational) give one a starting point from which to conceive the long lists of possible evening school subjects.

Americanization subjects.—Americanization classes include those which prepare for citizenship examinations, and elementary, intermediate and advanced English. English classes are more than English alone because history, arithmetic, health and sanitation, geography and civics usually are included.

Grade, high school and junior college subjects.—These subjects are usually classified as academic. They are well defined for each of the three divisions named. If pupils wish credit for work pursued in the studies in these groups, it must reach established standards. Specified subjects must be taken for certificates or diplomas. Local and State requirements in regard to subjects must be followed in each specific instance.

Commercial subjects.—Offerings in commercial subjects should include others than those generally found in most high schools. Courses in bookkeeping, typewriting and possibly shorthand may be basic. The following

classes, however, are suggestive of the variety of courses which may be required to meet the needs of those engaged in commercial pursuits: filing, store service, commercial law, spelling, penmanship, advertising, show-card writing, banking, secretarial work, salesmanship and machine operation (several types other than the typewriter). This list could be augmented when particular commercial occupations centered in special occupations and communities are included. Any course which can be prepared to assist one to enter or progress in a commercial occupation has a perfect right to a place in evening schools if a sufficient enrolment and a competent teacher can be procured.

Physical education subjects.—To some the inclusion of physical education as a legitimate evening school activity may be questioned. Such individuals have but to recall that health is given an equal status with six other objectives in the "Seven Cardinal Principles of Secondary Education." If health, through physical education, is recognized as being desirable and necessary in secondary education, where pupils have additional opportunities for healthful exercise, how much more should it be recognized in adult education! As we are beginning to believe in sending the "whole child" to school, so should we believe in permitting the entire adult to find in evening schools all of the developmental activities he may desire.

In most of the larger cities we find the Y. M. C. A., the Y. W. C. A. and similar organizations filling this need to some extent. There should be no duplication of activities. It must be recognized, however, that costs of belonging to such organizations, hours of class meetings

and the usual social types of people found in the membership of these organizations would immediately eliminate large numbers. In a small city, physical education classes in evening schools may be the only organized effort of this type. In large cities, with some organizations existent, groups of individuals are automatically eliminated for various reasons. The public evening school is the only type of organization to which all can go, in which all are equal, and in the ownership of which each rightly feels he has a share.

Physical education should be corrective. Team-work should be a part of the program. Swimming and life-saving may form a part of the work or be organized into separate classes. Opportunities in physical education should be open to all in classes according to age, sex and needs.

Art subjects.—There are those who would bar art and some academic subjects from the evening school curriculum because they are not essential to economic growth or to the meeting of everyday problems. This is a narrow view. Many are recognizing that cultural subjects have a very logical place in the evening schools.

Worthy use of leisure is also one of the "Seven Cardinal Principles of Secondary Education." The continual shortening of the hours and days of labor is making the worthy use of leisure a more and more vital problem to an increasingly large body of our population. It is a problem of concern to economists, sociologists and thinkers generally, as well as to the large number of those immediately affected. An interest in cultural things will be of great value to those thus affected and to the nation as a whole. Chief among the solutions of the problem of

worthy use of leisure is interest in cultural activities. This factor affects practically all individuals.

Music in various forms, painting, drawing and sculpture should be made available if at all possible. Hand-craft art or the employment of art principles in the design and decoration of utilitarian articles may in some instances be possible when subjects in the fine arts are not. Classes in pottery, basketry, dyeing and batik, jesso work, art in dress and interior decoration are examples of the types of instruction referred to. These find ardent and enthusiastic pupils among women particularly.

Agricultural subjects.—Some studies in agriculture cannot be carried on successfully in evening schools, but those having to do with agricultural economics, mechanics, laboratory work in testing and textbook and lecture work can be offered in the evening, in schools or other buildings. Such subjects are more applicable to evening schools in small cities and villages than to those in large cities. They form a group of very legitimate subjects in communities where they are applicable to the needs of the people. They are vocational in every sense of the word.

Home-making subjects.—Another group of vocational subjects is that centering around home-making. Training in the occupation of home-making, together with agriculture and trades and industries, is specifically recognized and subsidized by the federal and State governments. Home-making is one exception to that part of the accepted definition of vocational education referring to occupations pursued for gain (wages).

Vocational home-making subjects in evening schools have developed rapidly, both in extent and quality. The

effects of competent teacher training are becoming noticeable. Day-school teachers (often employed in evening schools) in these subjects are a highly organized group. Short-unit courses in numerous subjects, backed by well-organized courses of study, exist to pattern from. Teacher training in service is developing. State supervision is usually effective and constantly helpful. Short units of instruction are particularly emphasized.

Vocational home-making subjects in evening schools include a greater variety than is usually found in day-schools. Cooking might include units described as plain, meat, pastry, fish, bread, vegetable and unusual cooking. Sewing might have units of instruction divided into plain sewing, undergarments, house dresses, aprons, street dresses, tailoring, materials, childrens' garments and Christmas sewing. Millinery should be divided according to seasonal demands. Buying, the home budget, table service, art applied to articles made and assembled by the home-maker, home nursing and home sanitation are additional groups of home-making subjects, each of which might be organized into one or more short units. Except in some phases of sewing, no unit need have prerequisites. Pupils may enter or leave at the beginning or end of any unit, pursuing just the exact instruction they desire.

One qualifying statement should be made concerning the above references to short units in home-making subjects. In small communities the devision of subject-matter into short units may not proceed to the degree that is possible in large cities. A course may have to embrace more than a small unit of work and possibly be slightly more general in character in order to attract a sufficient

number of pupils to make their formation into a class possible. This condition in small organizations cannot be ignored. The writer's belief in the value of dividing subjects into short-unit classes is by no means lessened by the assertion regarding small communities, or by very notable exceptions of some evening classes which could be named.

Trade and industrial subjects.—The possible offerings in this division are very extensive. They are as divergent as the occupations listed under trades and industries. Our nation has changed from one which was dominantly agricultural to one which is chiefly industrial. That process of change continues. With the rise and growth of industry to its important position in the vocational life of the nation have come the interest in and emphasis placed upon trade and industrial education. The break-down and frequent disappearance of apprenticeship have hastened the centering of interest upon this form of vocational education. A study of the many hundreds of occupations pursued for gain, as listed in the federal census, will rapidly convince one of the wide field of occupational endeavor classified under trades and industries. All of these may in some communities be the cause for the establishment of occupational classes. Some, at least, usually should be in evening schools.

All that has been said about the desirability of short-unit courses in the section on home-making subjects applies with equal force to trade and industrial subjects. The development of courses of study, organization of classes, training of teachers and supervision for trade and industrial subjects has closely paralleled that for vocational home-making.

The organization of subject-matter in industrial subjects presupposes scientific trade analysis. The organization of short-unit courses is particularly dependent upon such analysis. Without it as a basis little that is definitely assuring can be accomplished.

The Smith-Hughes Act, under the provisions of which States and local communities may secure subsidies for vocational home-making, agriculture and trade and industrial education, is discussed in considerable detail in Chapter XII. Reference to this chapter will reveal the fact that trade extension classes, not trade preparatory classes, are subject to partial reimbursement for teachers' salaries. Classes in related subjects such as drawing, mathematics, trade English and science may also be reimbursed.

The types of occupational groups to be reached through evening industrial classes are numerous, though quite well defined. Bulletin No. 18, 1918, *Evening Industrial Schools*, issued by the Federal Board for Vocational Education, lists these groups on pages 14 and 15 as follows:

"(a) Specialized machine hands who, while running one machine, wish to learn how to operate another; such as, for example, the planer hand, who wants to learn to operate the universal grinder.

"(b) Skilled workmen who, because of the progress of their trade, find themselves lacking in a small but necessary body of knowledge required to meet new demands in their trade; such as, for example, the printer who needs instruction as to how to match colors, and how to 'doctor' ink; or the piano tuner who wishes to learn the construction and mechanism of the player piano.

"(c) Operatives or workers in the low-grade skilled and unskilled occupations, where there are 'tricks of the trade' to be taught, and best ways of doing things which the shop is not organized to teach. This sort of instruction commonly calls for brief courses and for concrete, direct and specific treatment of subject-matter.

"(d) Workers on specialized jobs, desiring instruction to meet requirements on the next job in line of promotion; such as, for example, the cleaner or finisher in the dress and waist industry who wishes to be an examiner or cloth inspector. The unit courses in rod-making in the furniture industry, given to machine hands to qualify them to become cabinet-makers, also illustrates this type of work.

"(e) Groups of men in a skilled occupation who are desirous of taking training brief and direct in character but who cannot be induced to take extended courses.

"(f) Persons engaged in skilled occupations who wish to take instruction in subjects related to their trade, such as related drawing, science or mathematics.

"(g) Persons of superior training and ambition who are willing and able to carry out a course of study extending over two or three years. Such a group can probably be recruited only in cities of considerable size or with an extensive leading industry."

In the Appendix of Bulletin No. 18, referred to above, there appear on page 43 lists of typical unit trade and industrial courses in seventeen of the most common trade and industrial classifications or groups. Following the descriptive names of each of these unit courses is given a number suggestive of the number of lessons which might be included in the course. The numbers of short-unit courses under the above listed classifications vary from three to forty-three. The seventeen classified groups are as follows:

- "I. Automobile repair and construction
- "II. Baking
- "III. Building construction (including carpentry, mill-room work, bricklaying, building foreman, cost estimating and concrete construction)
- "IV. Drawing and design (including building construction drafting, sheet-metal drafting, interior decorating and machine drafting and design)
- "V. Electricity (general)
- "VI. Gas manufacture
- "VII. Heat treatment
- "VIII. Machine-shop subjects
- "IX. Plumbing
- "X. Printing (including press work and linotype operation)
- "XI. Radio operation
- "XII. Sheet-metal
- "XIII. Slide-rule
- "XIV. Steam-fitting
- "XV. Telegraphy (Morse)
- "XVI. Telephony
- "XVII. Welding"

In order to emphasize and illustrate how trade instruction in one field may be divided into unit courses for purposes of organization and instruction, the following list of suggestive unit courses is taken from the same bulletin by the Federal Board for Vocational Education. It must be recalled in reading this list under "Automobile Repair and Construction" that the instruction covers work usually done by many men, each man's work now frequently being recognized as an occupation in itself. The material quoted is from pages 43 and 44 of the above named bulletin.

"AUTOMOBILE REPAIR AND CONSTRUCTION

"The unit courses in automobile repair and construction include:

<i>Lessons</i>
"A-1. Practical shop work and lectures on frames and axles
10
"A-2. Practical shop work and lectures on transmission, clutches, and steering gears
10
"A-3. Practical shop work and lectures on carburetors
10
"A-4. Practical shop work and lectures on engines and lubrication
30
"A-5. Practical shop work and lectures on ignition and magnetos
15
"A-6. Practical shop work and lectures on batteries and starting and lighting
25
"A-7. Laboratory testing and experimenting on ignition
10
"A-8. Laboratory testing and experimenting on starting and lighting
10
"A-9. Laboratory testing and experimenting on batteries
10
"A-10. Laboratory testing and experimenting on engines
10
"A-11. Laboratory testing and experimenting on lubrication
5
"A-12. Laboratory testing and experimenting on chassis
5
"A-13. Sketching, plan-reading and mathematics of the automobile
20
"A-14. Garage organization and management
10
"A-15. Garage records and cost systems
10
"A-16. Salesmanship of automobiles
20
"A-17. Salesroom records and cost systems
10
"A-18. Advantages and disadvantages of different types of automobile devices and construction
10

	<i>Lessons</i>
"A-19. Discussion of advantages and disadvantages of motor trucks and their construction	10
"A-20. Discussion of advantages and disadvantages of different types of gas tractors and their construction	10
"A-21. Testing strength of material as used in automotive construction	5"

Other vocational subjects.—Evening school vocational offerings are by no means restricted to those divisions subsidized by the federal government—namely agriculture, home-making and trade extension, including related subjects. At times it may be desirable to offer vocational classes which do not meet any of several established standards. Such classes should be organized if they fill well-defined needs.

Trade preparatory classes are not subsidized in evening school industrial education. Some communities may find it to the interest of many to provide industrial classes of such a character.

Commercial subjects are vocational, though they are not subsidized under the provisions of the federal act. Mining, fishing, transportation, logging and personal service are suggestive of other occupational fields. Courses in such are vocational education. They may be very legitimate fields in which to offer courses. Instances could be enumerated, as in mining, where this has been done.

Any work pursued for gain is a vocation. The so-called professions, however, are not listed or thought of under the educational term *vocational education*. Preparation

for those occupations for which a college education is not necessary is called vocational education.

If any one should still question the legitimacy of vocational subjects in either day-schools or evening schools in America, a democracy, he has but to recall that America up to a decade ago provided for those fortunate people who had financial means practical training (of a college grade) in the professions. This was and still is at public expense. This practice was undemocratic in the extreme. Vocational education to-day, of less than college grade, is now making preparation of a practical nature, at public expense, open to every one, including those who have little means. This is democratic and an evidence of progress in a hopeful direction.

QUESTIONS AND PROBLEMS

1. Justify the assertion that evening school offerings should be as diversified as, and permit of even greater specialization than is possible in, cosmopolitan high schools.
2. Why is the short-unit class type of organization more applicable to occupational subjects than to academic subjects?
3. How may subject-matter in academic classes be organized to overcome this partial handicap?
4. Explain the close connection between trade analysis and the organization of short-unit courses in trade and industrial subjects (see references).
5. Explain why the services of both a supervisory leader and a teacher are essential in naming a short-unit course, establishing the limits, selecting teaching material and methods and organizing the course of study.

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CHAPTER X

COURSES OF STUDY

What a Course of Study Is

In the discussions of this chapter, a course of study is considered as organized teaching material for a specific class. In this it should be distinguished from lists of classes and subjects, or the skeletons of all-embracing curriculums. The latter were discussed in the previous chapter.

Courses of study for evening classes have some phases which require special attention. Recall the evening school as being an educational organization responsive to individual and changing needs, evening pupils as a cross-section of local society and short-unit courses or some modification of them as being of peculiar value from organization and teaching standpoints. The subject-matter and methods of particular courses of study will be influenced greatly by these recognizable factors. No matter what the length of the class is, it is desirable that courses of study be organized on the lesson basis. Any larger division would tend to hinder the achievement of the best possible results.

Broadening Conception of What Courses of Study Should Include

There was a time, not long past, when a course of study was thought of as a very brief plan for the subject-

matter of a class. At times it was little more than a description of a modern course of study. Again it was a very brief outline of subject-matter; and in practical courses it was lists of tools and machines, technical processes and lists of articles to make or jobs to do.

The modern course of study is the product of the work of the supervisor and teacher. It has some well-defined plan of organization. It includes material bearing upon a variety of factors influencing instruction. It is always in process of revision based upon available new material and the results of past experience. A course of study, no matter how well conceived and developed, should not be placed in cold storage after being used each year.

There are no fixed forms of organization for evening school courses of study. Particular subjects may be organized better under one form than another. Generally there should not be insistence upon an iron-clad form for fear of stultifying a course or of loading it with extraneous material. There are recognized factors influencing good instruction, any number of which might be found desirable for inclusion in a course of study.

Content of Courses of Study

A course of study should always begin with a statement clearly defining the general objectives of adult evening school education and the specific aim or aims of the particular subject. After these, any of the following classifications of teaching material might be included in the order which seems most suitable: brief description of subject-matter for each lesson, supplementary subject-matter for rapid pupils, class organization, lesson-plan,

special teaching devices, illustrative materials, references for pupils and teacher, plans for providing for individual differences, original material not otherwise available, points of particular difficulty and methods of overcoming them, and questions and problems for class discussion or home assignment.

If lesson-plans are prepared in considerable detail, many of these factors of instruction might be included in them. Since evening school instruction is intense and frequently on the short-unit class basis, and since each lesson is more or less an entity, the accumulation of detailed lesson-plans could provide an excellent beginning for a course of study. It could thereafter be kept up to date by providing space for adding new material and making changes in the light of experiences and experiments. Illustrations will be given later of parts of courses in different stages of development which require the experience gained by additional use before they can be considered satisfactory.

A test of a course of study or a lesson-plan for evening instruction is found in laying it before a new or substitute teacher to use in carrying on class instruction. What has been accomplished and what is missing will be apparent quickly. If a new teacher can carry on the work of instruction with few questions about content, methods and the like, the course of study or well-developed lesson-plans may be considered quite effective.

Courses of study in English and Americanization prepared by the United States Bureau of Naturalization have been found very well planned for their purpose in evening schools. Published material on evening courses of study by city school systems, however, are still chiefly

in the descriptive or outline stage of development. They have not been advanced as far as many day-school courses of study. Because their development depends to a considerable extent upon the direction and assistance of already overworked administrators and many teachers without specialized pedagogical training, they are naturally of slow growth. These factors, together with the newness of the work, are the principal reasons why courses of study are one of the chief weaknesses in the development of evening schools.

The Value of a Name

The course of study and the name of the class are closely connected. Upon the name may depend much of the drawing power of the class. A name should be descriptive of the subject-matter, not too long, and catchy if possible. Such a name is at times very difficult to determine upon, and is worthy of considerable time and careful thought. A class called "Street Dresses" is far more attractively and better named than if it were designated as "Sewing II." "Tailoring" is a better name than "Garment-Making III." "Unusual Cooking" has proved to be better than "Fancy Cooking." "Everyday Law and Business Practice" was found more satisfactory than "Business Man's Course," "Physical Education" than "Gymnasium." The list could be extended indefinitely. It may be desirable to change names after giving them a trial.

Developing New Courses of Study

When new classes are to be organized in an evening school, the first duty of the supervisor or principal is to

coöperate with the teacher selected in outlining what the class should accomplish. At times this is difficult, at times relatively simple.

The exact bounds of the subject-matter to be covered should be established first. If the courses are academic and similar to day-school courses, the subject-matter will be virtually the same; but methods, devices, conduct of the class and approach to the pupils will be different. If the courses are of a practical nature, commercial, for instance, and similar in content to day-school courses, the same considerations should be given to methods and the like as were just enumerated. In some vocational subjects, principally home-making and trade and industrial subjects, a careful analysis of the occupation or division of the occupation which is to be taught should be made first. Such an analysis is sometimes desirable also in special academic subjects, such as public speaking, and in commercial subjects not regularly taught in day classes.

Such occupational analyses are necessary to determine just what subject-matter should be taught and what should be omitted. Being intensive in character, evening vocational classes should contain only basic material. Whether a vocational class is to be preparatory or extension in purpose may affect the subject-matter chosen and will certainly affect the methods used. A description of the subject-matter of the course should be a minimum achievement of this first planning by the teacher and school official.

Lesson-plans in considerable detail are desirable the first year. They should, of course, be made in advance. During the first trial of the course, notes should be made

on the results achieved, the workability of lesson-plans and desirable changes and additions.

The following description of the contents of a short-unit course shows what the writer has in mind as an absolute minimum with which to begin. This enumeration of the chief divisions of content would be a basis for nightly lesson-plans.

"PLAIN COOKING

"First unit, 6 weeks, 12 lessons

"In this course food elements and principles and standards for finished products of cooking are emphasized. An endeavor is also made to point out all the possible short cuts and processes. The lessons include egg-cooking, vegetables used in soups and creamed, casserole dishes, quick bread, shortcakes, puddings—creamed and baked, salad-dressings and simple salads, pies—one-crust and two-crust, rolled out and dropped cookies, cakes, sauces and frozen desserts."

First Reorganization of a Course of Study

The reorganization of a course of study for a second year should be made at the close of the first year while the work is fresh in the teacher's mind, and should be based on the notes taken during the lessons. These might refer to subject-matter, methods, conduct of the class and numerous items enumerated above under "Content of Courses of Study." Lesson-plans should also be referred to.

In rewriting the course of study, whether in longhand or on the typewriter, the loose-leaf form of record is desirable, so that additional notes of any kind may be

added. A revised course of study might look somewhat like the two examples below of the first pages of courses of study. If it is possible to outline courses of study as minutely as this for the first year (and it can be done by instructors with teaching experience), so much the better.

A

ADVANCED SEWING—EVENING SCHOOL

Unit 1—20 Lessons
Unit 2—12 Lessons

“Drafting patterns in individual measures is a step of preparation toward becoming a designer of clothing, a step which not only trains both eye and hand to greater accuracy and the eye to keener appreciation of line, but aids in a better understanding of the construction of garments.” To approach the subject by means of simple problems is the purpose of the following outline:

Garments constructed from individual measure
Instructions given in class
Much of the work done at home
Returned to class for inspection and criticism

Lesson 1. Problem 1—Sewing Bag

Constructed from: one-half yard material, two yards ribbon or cord.

Lesson 2. Problem 2—Bloomers

1. Taking of measures
2. Computing necessary material
3. Choice of material, as to:
 - a. Durability
 - b. Color
 - c. Width
 - d. Price
 - e. Materials used

4. Construction of pattern
5. Folding of material
 - a. Considering economy

B

Brief Outline for 12 Weeks in Blue-Print Reading and Building Estimating

First week—Tuesday night

Explanation of course, purpose, elementary requirements for reading blue-prints

Define a drawing and a blue-print, and tell the object of plans and how they are made

Define a specification

Explain the object and relation of drawings to specifications

Discuss any questions that may be asked

Thursday night

Define an elevation and a plan

Explain the relation of each, dimensions and the use of the architect's scale

Diagram drawings of each on the board

Discuss hidden construction and framing plans

General discussion and summary of week's work

Second week—Tuesday night

Key of general symbols of building materials on board for class to copy; discussions

Each member of class receives set of blue-prints

Apply previous work to plans, with questions

Detail study of basement and foundation plan

Thursday night

Study of first-floor plans

Class reading of specifications applying to basement, foundation and first-floor plans

Questions, notes and instructions for home study of plans already discussed in class

Second Reorganization of a Course of Study

A second reorganization or third planning of a course of study may be and probably is desirable. Such a third drafting of a course of study is again based upon the current year's experiences and experiments. The value of the loose-leaf form of record is not diminished. The material should be typewritten and bound if possible. Any of the factors enumerated above under "Content of Courses of Study" might be included. If planned on the lesson basis as a unit, the organization of the material is greatly simplified.

The third drafting may result in a changed form of organization. That form should be sufficiently flexible to allow items to be added or deleted as circumstances dictate. The following first lesson of a course of study in home planning is suggestive of what might be considered fairly well developed. It is not the only possible form for organizing the work. Many details are not included which are considered of such a basic nature that any teacher employed for the class should be familiar with them.

EVENING SCHOOL COURSE IN HOME PLANNING

This course is organized to assist men and women of moderate means in planning houses. It is not highly technical in character. Ability in drawing, freehand or mechanical, is not a prerequisite to entrance.

The 18 lessons are divided about equally between (1) lecture, demonstration, discussion and reference reading, and (2) simple mechanical drawing of floor plans.

FIRST LESSON

Foundations—Materials, Costs, Methods of Construction and Longevity

Materials needed by pupils

Pencil, eraser, note-book

Materials furnished by school

Common one-foot rule, drawing paper. T-square, triangle,
drawing board

Class organization

First 45 to 60 minutes for lecture, demonstration, discussion
and reference reading

Remainder of 2-hour period for pupil drawing and personal
instruction by teacher

Subject-matter of lecture

Foundations

I Concrete (monolithic)

1. How wood frames are built; danger of using earth bank
as a side of form
2. Proportions used locally—7 parts of sand and 1 of cement
with such granite spalls as can be readily floated
into mixture in center of forms
3. Footings—their purpose and construction; seldom used
locally
4. Winter building with concrete; danger locally; no
financial advantage
5. Waterproofing—little needed locally because of light
and sandy soil
 - Outside—cement and asphalt
 - Inside—cement
6. Basement floors. Should cover footings. Purpose, value,
and proportions of the base and top coat
7. Drain tiles along outside walls in wet places

II. Granite (local product)

1. Faces—rock, seam faced, hammered, polished
2. Masonry—coursed and broken ashlar, random and coursed rubble
Illustrate with well-known local examples, drawings, and photographs

III. Concrete blocks

1. Molded for common purposes
2. Variety of faces
3. Value of dead air spaces
4. Furring required for a good job

IV. Brick

1. Local product too soft for foundations
2. Veneer over concrete above grade

V. Hollow tile

1. Local product too soft
2. Hard, strong products can be used for foundations and be stuccoed and plastered

Subject-matter of demonstration

Single-line floor plan sketching; five-room bungalow

Class work

Class draws floor-plan sketches of a five-room bungalow to $\frac{1}{4}$ " scale, using rule and pencil

Teaching devices and illustrative materials

Perspective picture of house cut off about 4 feet above floor showing room arrangement, openings, furniture, and so forth

Advertisements and samples of brick, hollow tile and cement blocks

Griffith, *Carpentry*, pp. 18-24.

Seaman, *Progressive Steps in Architectural Drawing*, pp. 51-53

Teacher-drawn model of single-line sketch of floor plan

Pictures, advertisements, and sketches of foundations

Class references

Books of floor plans

Building material catalogues having floor plans

Pamphlets of Portland Cement Association
Pamphlets of brick companies and associations
Actual floor plans

Home-work assignment

Bring sketch of first-floor plan of house occupied to next class meeting

Lesson-plan

I. Take enrolment

II. Explain course; outline and define limits; read "Through the Looking Glass of Architecture" from *The Artisan* (Dunwoody Institute, Minneapolis)

Define and explain the importance of the first lesson

III. Lecture

1. Explain how to keep notes

2. Subject-matter (see above)

3. Methods—Use illustrations from Teaching Devices and Illustrative Materials, above. Through questions draw from class, when possible, material relative to costs, appearance, longevity, and the like; encourage class discussion, but guide it

IV. Demonstration of single-line floor-plan sketching

1. Subject-matter (see above)

2. Methods—Draw on blackboard with straight edge; illustrate from *Progressive Steps in Architectural Drawing*; use perspective picture of house cut above window opening line; pass around previously prepared model drawing. The above visual explanations are to accompany the verbal explanation of this process of drawing

V. Pupils draw and receive additional instruction individually and in groups

VI. Assignment of home-work

VII. Review instruction of evening briefly

The above example of a rather fully developed course of study for one evening is purposely made extensive. Three major activities, namely, a lecture and class discussion, a technical demonstration, and class work are purposely included. A large number of the items enumerated above under "Content of Courses of Study" are to be found in this day-unit of a course of study. It is apparent that a plan somewhat like this one is applicable to both vocational and academic subjects. Irrespective of the character each teacher should have some definite plan.

It may readily be seen that it is possible to extend a lesson-plan to include much of this material, while it is itself a day-unit of a course of study. It should not be interpreted that this is the most desirable form that a course of study for evening schools can take, but it has the virtue of permitting latitude. Because of the importance of short-unit courses and intensive teaching of each lesson, the lesson as a unit and basis of instruction in a course of study is particularly applicable.

Lesson-Plans

Lesson-plans are closely associated with courses of study, yet the writings and teachings on the former are numerous as compared to those on the latter. A chapter or a book might be written on lesson-plans. Such is not the present purpose. That a proper use of a course of study requires that adequate lesson-plans be prepared should be apparent from the above discussion of the development of new courses of study.

Formal lesson-plans usually have included in them items somewhat as follows:

Review, or establishment of a basis of instruction for the lesson

Presentation of the new lesson

Individual work, class discussion or supervised study

Review

Assignment of new lesson if there is home-work, or brief anticipatory announcement of next lesson

With slight variations, a general outline as above indicated is applicable to any type of subject.

The very nature of a lesson-plan dictates that it be prepared in advance of the lesson. The builder of a bridge, motor, building or highway makes elaborate plans in advance, not while the article or structure is being made or assembled. This book was in the process of detailed planning for several years; its actual writing was a matter of months.

Every one recognizes the value of well-defined plans. Yet many teachers, among them some in evening schools, apparently consider lesson-plans either unnecessary or not worth the effort expended on them. No teacher should enter a class and expect to teach a lesson without first planning it. Sometimes the lesson-plans may have to be extensive and very inclusive, sometimes they may be just a few written notes, sometimes mental notes based on a thought-out plan of procedure. The degree of their detail may be greatly influenced by the teaching experience of the instructor and his familiarity with the subject-matter of the course. The importance of including brief outlines of lessons in a course of study, especially one based upon the lesson as a teaching unit, should be apparent. Once prepared and included thus, the lesson-plan is there as a basis for instruction for all time, and

by whoever may have occasion to use the course of study. The following is a sample of a lesson outline in dressmaking sent out in mimeographed form by the Home Economics Division of the Minnesota State Department of Education. It will be noted that the subject-matter is worked out in considerable detail in this outline form.

DRESSMAKING I

First night

1. Garments to be made in the first unit; dresses
2. Materials to be used for these dresses: samples for illustration
 - a. Gingham
 - b. Percale
 - c. Cotton crêpe
 - d. Beach cloth
 - e. Indian head
 - f. Poplin
 - g. Any other firm material
3. Patterns
 - a. Make
 - b. Style
 - (1) Suited to
 - (a) Person
 - (b) Use
 - (c) Comfort
 - c. Size
 4. Points to consider in selecting the material for a dress
 - a. Kind
 - b. Color
 - (1) Suited to the person
 - (2) Suited to the garment
 - (3) Will it fade?

Work on Course of Study a Means of Teacher-Training in Service

The difficulty of always securing adequately trained teachers for evening schools has been indicated. Training in service to meet special evening school problems is an important consideration also, and difficult because of the lack of time of school officials for supervisory work. With a minimum amount of instruction to teachers, in groups, a principal or director may outline plans for building courses of study. Work on these may be made an excellent source for studying common problems found in class organization, teaching methods, illustrative materials, approach to the pupil and subject-matter. Such work may lead to reference reading, individual requests for assistance in course-planning and general alertness by teachers for opportunities to improve their instruction. The writing of courses of study by teachers, under supervision, holds in it a possibility for molding instruction, through teacher-training in service, which evening school officials cannot afford to ignore.

QUESTIONS

1. Explain the importance of beginning a course of study with statements of the general objectives of the school and specific aims of the subject.
2. To be of real value why must a course of study include more than a brief description or outline of subject-matter?
3. What is a good test of the value and workability of a course of study?

4. Why should a plan for a course of study permit of considerable modification? Illustrate.
5. Why is some form of a course of study which recognizes the lesson as the basic teaching unit particularly adapted to evening school courses?
6. Why cannot a course of study be written successfully alone either by the supervisor or the teacher?
7. Why are a number of years required to develop and write a satisfactory course of study?
8. Explain why a course of study should never be said to be "completed."

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CHAPTER XI

TEACHERS

Importance of All Teachers

In the past too many teachers have taught subjects rather than people. They have been concerned with subject-matter and to some extent with methods, and rightly so. However, such teachers have had only half of the teaching vision. They have not gone the last and most important half of the way. They have failed to recognize that the vital thing in education is some sort of *development in the pupil*, accomplished, it is true, through very essential subject-matter, class conduct and methods. To develop mental abilities of a constructive type, to train in rational thinking and acting, are far more essential to the ultimate good of both the individual and society than any amount of pigeonholed subject-matter.

Thanks to improved leadership, teachers are now being trained with this new vision, and many teachers already in service are catching that vision. There is still much to be accomplished, but the signs are hopeful. Evening school teachers, either of academic or of vocational subjects, need this vision just as much as do all others, even if their pupils do pursue their studies for quite immediate and utilitarian values.

The teachers who can see only subject-matter, classes

of pupils and a monthly check are scarcely more than machine operators. They do not see the importance of their work with the plastic minds of pupils who look up to them as masters. This attitude is just as true of evening as of day pupils. Teachers of this type have little conception of the importance of their work as it affects the life of the individual, community and nation.

It is particularly essential that in a relatively new organization such as the evening school something more than routine work be demanded of teachers. Vision, courage and enthusiasm are needed. The evening school organization is such, fortunately, that a teacher without a broad conception of the importance of his teaching usually need not be employed a second year. In connection with the importance of teaching and teachers the late President Roosevelt said:

“You teachers—and it is a mere truism to say this—you teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession save the profession of the ministers of the gospel themselves, if you teachers did not do your work well, this republic could not outlast the span of a generation.”

What All Teachers Should Know

Just as evening school teachers should visualize the importance of their work and its ultimate and lasting results, so also should they be familiar with certain underlying educational principles of teaching. These principles are considered necessary equipment for any and every teacher. Because of the newness of evening schools on an extensive scale, because teachers are not

prepared specifically for evening school teaching in well-organized and specialized curriculums, because of the inherent nature of the school which requires that teachers must be selected first here and then there to meet special requirements, the matter of training in some of these basic principles is at times neglected. Half-hearted attempts have been made in this training, in the past, but now more serious organized efforts are being made to supply it. Extension classes and teacher-training in service conducted by the local school officials or by itinerant teacher-trainers are beginning to supply some of the deficiencies. Some teacher training institutions are attempting to improve this condition through classes in regular sessions also.

The building up of trained evening school faculties, the individual teachers of which are employed year after year, is another step in the direction of better trained evening school teachers. Some of the basic facts and principles underlying all good teaching, including that in evening schools, are briefly listed below:

Methods of instruction—inductive, deductive and combinations; initiative, project, lecture; class, group and individual; drill and review

Selection and use of illustrative materials

Physical organization and conduct of classes

Teaching devices—acts of teacher and pupils, use of blackboard, socialized recitation and competitive work

Laws of learning

Conduct of a demonstration

Making a lesson-plan

Establishment of subject aims

Selection of subject-matter for courses based upon social needs

Objectives and purposes of all education

Recognition of individual differences—social, physical, mental, environmental

Measuring results of teaching

Organization and control of public education

Constructive behavioristic control of pupils

Proper use of equipment and supplies

The above list of facts and principles to be observed in teaching might be extended or possibly consolidated. Recognition should be made of most or all of these basic principles of teaching in any evening school teacher-training program.

Dual Requirements of Evening School Teachers

Mastery of subject-matter, and methods of teaching, including class conduct, are two factors of great importance in all evening school teaching.¹ The fact that pupils are adults affects subject-matter. The fact that they have definite goals of achievement affects it. The fact that pupils often have a background, practical or theoretical, in a subject may affect the subject-matter selected. The teacher must be a master of his subject and evidence the fact.

In addition to having recognized mastery of his subject, an evening teacher must be able to teach others what he knows. Methods in evening school teaching are a special problem, not only for teachers recruited from occupations, but also for those with pedagogical training

¹ A third requirement, which is more than a personal attribute, is defined in the *Committee Report*, Appendix A, pp. 298-299. It is teaching ability as distinguished from giving of instruction in subject-matter. Teaching individuals is greater than teaching subject-matter.

recruited from other schools. Approach to the pupil must be on the basis of equal adulthood, yet the subject-matter must be taught by methods applicable to children and youths, to beginners often. To evening pupils elementary classes in subjects are frequently wholly new, and pupils are as inexperienced in the subjects as if they were children. This condition calls for the use of delicacy and tact in approach and methods.

Personal Attributes Needed in Evening School Teachers

Upon the evening school teacher's attitude toward his pupils depends to a large extent the success of his instruction. The teacher's attitude may in itself make or break a class in a short time. Instances where this has happened negatively could be illustrated as well as those in which the results for the class were positive.

Tact is an attribute greatly needed. A teacher must discover or at least sense individual differences (physical, mental, environmental and social) and govern his approach to and relations with his pupils accordingly. A teacher, for instance, who in any way publicly centers attention upon a backward pupil, retiring by nature, has probably used poor judgment in approach to the pupil. He has handicapped himself and the pupil in question, even if the latter continues to attend the class.

Leadership is an attribute likewise much needed. Pupils admire and respect mastery and command of the subject of instruction by a teacher. If he is a recognized leader in his occupational field (including teaching), and if he exerts leadership on the class—literally makes the members work and strive to learn, progress and accom-

plish—his value as an evening school teacher is greatly enhanced.

Assurance is another attribute which every evening school teacher should possess. A teacher may not be a great personal leader, and yet if he has assurance in his mastery of his subject-matter and ability to teach others, he may be an excellent teacher. Pupils respect and seek to learn where there is assurance of mastery even if it is not voluble or emphasized by aggressive leadership.

A fourth attribute needed is sympathy, or rather, human understanding. This does not, of course, mean maudlin sympathy. The teacher who can exhibit qualities of human understanding, however, such that pupils care to confide problems of occupational, economic, home and even social life to him, has a strong drawing power on such pupils. When a pupil lingers after class "to ask a question" the teacher has a golden opportunity which he should recognize and which he may later capitalize in pupil interest.

Patience is another valuable attribute in evening school teachers. Many pupils have been separated from formal education and the learning process for a considerable length of time. Some, possibly have had only a small amount of it in the sum total of their experiences. Other pupils will have what is said by some educators to be a handicap, namely, age. It is believed by some that learning becomes more difficult with adulthood and middle age. This assertion is challenged by others as not being of general application. Be that as it may, there is ample evidence that patience is needed in evening school teachers in order that they may properly assist those pupils who are slow in again beginning the learning process.

There is also a frequently reappearing thought that the teacher must overcome, namely, that because the pupils are adults as the teachers are, they should know many of the elementary facts of any subject.

Superiority is a detracting characteristic, a handicap, and usually a bar to successful evening school teaching. Pupils will not enroll in or attend classes when this personal characteristic of teachers becomes known or apparent. Teachers brought into evening school teaching from professional fields particularly need to be analyzed for this human weakness. The writer recalls vividly two classes which disintegrated rapidly because of this attitude in the teachers, excellent as they were otherwise. Enrolment in another class, he recalls, was again and again objected to or pointedly refused by pupils because of the reputation of the teacher. The feeling of superiority is a weakness which may be overcome by some, but it must be recognized early in the evening teaching experience if the class is to survive.

Importance of the Individual in Evening Schools

In decades past only selected pupils went to school. There were no large numbers grouped together even in the larger cities of the country. With the growth of cities and industries came mass production and mass education. The individual was lost in the industrial and social life, and in the schools. This highly unsatisfactory condition, so far as education is concerned, was the direct cause of a great reform.

Recognition of individual differences resulted from it. In education the individual has been lifted out of the

masses. In progressive school systems he now receives more personal attention than many of those did who went to school formerly, when only a selected few were assembled in relatively small groups. Teachers who cannot recognize individual differences under various classifications are hopelessly out of touch with one of the most beneficial trends in modern education.

Evening school teachers need to recognize individual differences and govern their instruction by them just as much as any other group of teachers should. It seems sometimes as if the problem of individual differences is greater in the evening school than in any other educational organization. In this school a greater range in age exists. There are varying amounts of educational and occupational background. Greater varieties of life experiences of all kinds obtain than could be found in any other type of school. The basic purpose of evening schools, that of assisting every one in whatever educational field he may recognize deficiencies, also contributes to the importance of the problem of individual differences. This principle in education should be stressed in any type of teacher-training program for evening school teachers.

Sources of Evening School Teachers

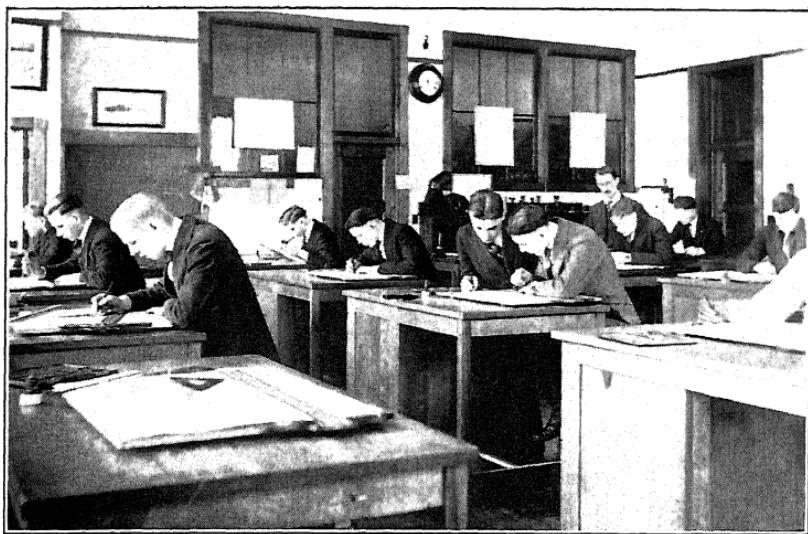
There are three chief sources of evening school teachers, namely, day-school teachers, former teachers and leaders and specialists in a variety of occupational fields. Teachers from each of these sources generally have well-defined strengths and weaknesses. Each type usually may be employed in one subject or kind of subject better than in others.

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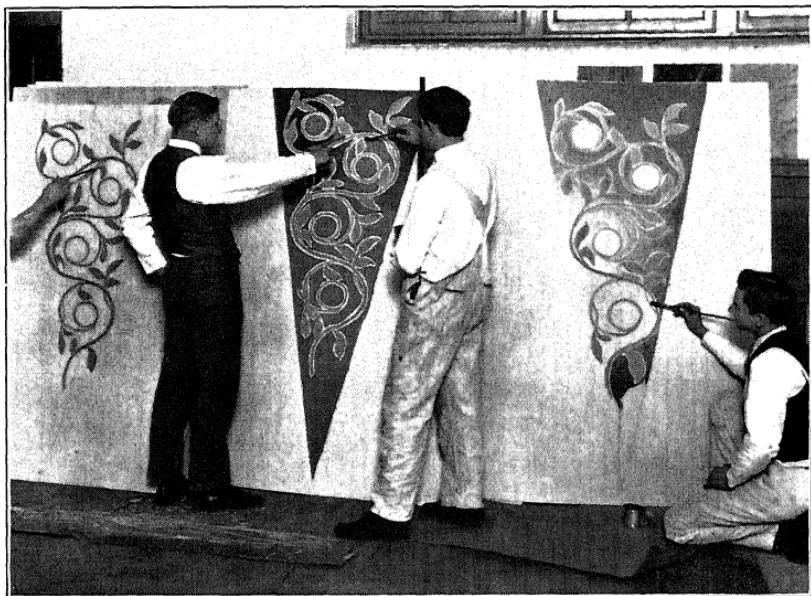
Day-school teachers have two specific weaknesses when employed as evening school teachers. Many do not possess the physical stamina to enter and conduct an evening class with the requisite amount of enthusiasm and spirit. Few day-school teachers have had training in evening school methods and approach to pupils. At times, too, aggressive assurance of mastery of subject-matter is not evidenced enough to make them wholly acceptable to adults.

Day-school teachers have some valuable abilities when employed as evening school teachers which should be recognized. Usually they have been trained in and have had experience with teaching methods, even if not with those particularly adapted to adult education. They probably have had training and experience in establishing aims, selecting subject-matter from social needs, and organizing teaching materials. They recognize the value of methods and of class organization and conduct, and are in some measure adaptable to changes.

Day-school teachers who are strong physically and from the instructional standpoint are undoubtedly excellent teachers of elementary school and high school academic subjects. They are probably the best that can be secured for such classes, as they are familiar with late educational developments, such as recognition of individual differences. Included among day-school teachers are those in private schools of various kinds. Day-school teachers may be the best available instructors for some home-making commercial subjects and for art and physical education. Manual arts teachers sometimes make excellent teachers in such related subjects as mathematics, drawing and trade science. Industrial and agri-



Mechanical Drafting as a Door of Opportunity (Duluth)



Painter's Apprentices Learning to Decorate (McKinley Night School, St. Louis)

cultural vocational teachers in day classes or schools make the best possible teachers for basic courses in these subjects in evening schools.

Former teachers may be in positions where they have considerable physical strength to devote to evening school work. They have had training and experience in the principles underlying good teaching. Usually they have maturity, which is of decided value with adult pupils.

Frequently former teachers have had no specialized training or experience in methods of teaching adult pupils. If they have allowed their pedagogical training to lapse, a brushing-up is essential. They should not be permitted to feel that they are efficient enough for teaching evening school work if they have allowed their study of pedagogy to lapse.

Former home-making teachers who have married and established homes usually make excellent teachers for evening home-making classes. At times very satisfactory teachers for grade school subjects, and for such special high school subjects as public speaking and commerce, may be secured from outside the day faculty.

Leaders and specialists in occupational fields of all kinds are frequently called in as teachers of vocational subjects. Their chief weakness lies in their not having had pedagogical training of any kind. Some have the feeling that such training is almost unnecessary. It frequently appears difficult to them. They do not visualize immediately the problems of teaching many pupils at one time, as any training they may have given previously has been to individuals only. Evening school teaching may be a burden on their physical strength, but this is

offset somewhat by the fact that such teaching is a change from their day employment.

The great strength of occupational leaders and specialists as teachers lies in the intensely practical nature of their training and the atmosphere in and conditions under which they do their daily work. All of their interest up to the time of employment as teachers has been in the subject-matter of their occupations. Of course they are better masters of it than they would be if their efforts had been divided between subject-matter and pedagogy.

Teachers selected from outside the ranks of day teachers and former teachers are employed almost solely for trade and industrial, home-making, commercial, agricultural and other vocational subjects. Sometimes they are employed to teach special or highly technical subjects rather than elementary or basic subjects. These latter are usually taught better by day vocational teachers because the latter have specialized in this part of their field to a great extent. This, however, is not always true.

Vocational classes, including those subsidized, need not be taught in school buildings, and evening offerings may include some for which there is no teacher in the day faculty. It is apparent that many vocational education needs can be met in the evening school organization which are usually not possible or warranted in day-schools, because of plant, equipment, teachers and insufficient enrolment.

Training of Evening School Teachers

Evening school teaching is a part-time position, for evening education is one form of part-time education.

Unfortunately pupils and classes cannot be rotated and assigned to different hours and days permitting of full-time teaching for the instructors, as is possible in day part-time schools. Special teachers are required, and yet they cannot be employed solely for evening school teaching. They must have other part-time or full-time work.

There appears to be no remedy for this condition. The classifying of evening teaching as a minor activity is apparent by its omission in the preparation of regular teachers for grades and high schools. This is not to be wondered at, for only a small percentage of day teachers find employment in evening schools.

Some vocational teachers, particularly in home-making and trade and industrial subjects, receive in their original training some instruction in evening teaching. This is undoubtedly because of the subsidies given these types of work by the federal government under the Smith-Hughes Act. Usually any such teacher-training appears incidentally rather than in well-defined courses for evening teaching.

It should be apparent that nearly all of the special training of evening teachers must be done immediately preceding employment or during the period of service in teaching. In many instances it falls into the latter period. This training is usually in short and intensive periods.

While all such teacher-training in service may be somewhat tardy, it has one decided advantage in that teachers may make immediate practical application of the instruction they receive.

All evening teachers do not need the same amount or as wide a range of instruction in pedagogy as some do. Most teachers of Americanization and grade and high

school subjects (and some vocational subjects), for instance, need particularly to be instructed in adapting subject-matter to adults, even though it is primary in character. They need to be taught how to make the approach to adults in class organization and operation, and in methods of instruction. Most of the other pedagogical requirements they will have mastered in connection with their day-school training and experience.

Special vocational teachers in occupational fields, called in to teach evening vocational classes, are the ones who need the greatest amount of assistance and require the greatest range and amount of pedagogical training. They know their subject-matter well, but do not know how to organize it for instructional purposes. They may be able to "tell" one about the work, but they generally lack the ability to organize and conduct a class, and to give well-planned instruction to an entire class. Most of the class, in such instances, are neglected unless the teacher has had pedagogical training.

With such instructors, training in teaching must be quite extensive in the range of principles of education studied. However, only basic essentials can be included. The study must be intensive because of time and need. Repeated periods of instruction are necessary because too great a variety of material cannot be assimilated at one time, and the time available for this instruction in any term is not great. Some of the most basic general and special divisions of pedagogical training which should be covered include the following:

Aims, values and growth of adult education, particularly in evening schools

- Class-room methods of instruction—class, group and individual
- Selection and organization of subject-matter
- Organization of courses of study
- Organization and conduct of classes
- Lesson-plans and demonstrations
- Approach to adult pupils, including adaptation of subject-matter
- Recognition of individual differences and adjustment of instruction to them

Where teacher-training in service is inaugurated, it is best accomplished through unified groups. These groups may be classified according to subjects, departments or individual needs. It is deadening to force teachers to attend classes wherein much of the subject-matter has already been studied by them. For some purposes all home-making teachers might be brought together for instruction. It would be foolish, however, to bring both practical home-makers and teachers' college graduates together for extensive training in lesson-plans. In small organizations the grouping and instruction of teachers according to teaching needs rather than subject-matter eliminates duplication of effort of both the teachers and the teacher-trainer.

Special Requirements Affecting Some Evening Teachers

Classes for which State aid or State and federal aid are given have established minimum standards. Among these are teacher's qualifications, which include among other things: training, certificates held and, in vocational sub-

jects, practical experience. To discuss the qualifications of various types of teachers who come under the provisions of the federal Smith-Hughes Act would not be of great value here. State regulations for State-aided classes vary greatly. The evening school official should investigate teacher qualifications established by these two political units if he intends to offer classes for which partial reimbursement is to be requested.

Rating Evening School Teachers

The writer can give no definite rating scale for evening school teachers. However, in a list of qualifications which might be foremost in mind when one judges or selects an evening school teacher, the following stand out conspicuously:

Ability to "hold" the class

Giving instruction on level of pupils' abilities, education, and intelligence

Sympathetic attitude toward adult pupils and their problems

Mastery of subject-matter

Ability to adapt teaching methods to adults

Promptness and business-like attitude

Efficiency in making records and reports

Willingness to coöperate in a program of training in service
Willingness to work on lesson-plans, demonstrations, instruction sheets, courses of study and the like

Personal appearance (not always the usually expected standard of all-day teachers)

Physical strength

QUESTIONS AND PROBLEMS

1. Why should the training of evening school teachers include in its scope many phases that are the same as those included for regular teachers?
2. What aspects of teaching, not found in the preparation of day-school teachers, need particular emphasis in training evening school teachers?
3. Explain the importance of short, intensive and sometimes repeated periods of training when it is given during teaching service.
4. Explain why tact, leadership, assurance, human understanding and patience are personal attributes particularly needed in evening school teachers.
5. Why is the recognition of the individual in evening education just as essential, if not more so, as in elementary and secondary education?
6. What factors constitute the chief abilities and weaknesses of day-school teachers, former teachers and occupational specialists as evening school teachers?
7. What principles or divisions of pedagogical training, essential to all teachers, are particularly necessary in the training of evening school teachers?

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CHAPTER XII

STATE AND FEDERAL AID

Special aid or subsidies granted to specific types of classes may prove to be of great assistance in evening schools. This is especially true during the period of organization and promotion of this form of education. It may make possible the organization and operation of classes of a character which would not be possible otherwise. An evening school official should be familiar with these forms of aid and take every advantage of them in promoting evening school instruction and in lightening the local burden of taxation wherever possible. Subsidies for special classes fall into two groups—State aid alone, and State and federal aid combined.

State Aid

State aid is common. Most states recognize education as a State-wide problem as well as a local one. This recognition of and interest in education often takes the form of financial aid, derived from general taxation and other sources of State wealth. It is distributed under various conditions and for various purposes.

State aid for evening school instruction frequently embraces citizenship and general English classes in Amer-

work in some States. All possible sources of aid should be investigated when evening school plans are being made in order that pupil, teacher, content, time and other requirements may be met if at all feasible.

State aid is secured through State departments of education. Generally plans for the organization of classes under specific requirements and with expectation of receiving aid should be made known to the State education department before classes begin. Teachers must be certified, and reports must be made by the local official. Inspection by a State supervisor usually takes place. Aid most often takes the form of a reimbursement of teachers' salaries expended.

State and Federal Aid Combined

The federal government promotes vocational education.—The federal government was convinced in 1917 of the desirability of promoting vocational education in the United States. This branch of education had made notable progress in a few States. The World War, restricted immigration, machine production and an almost complete breakdown of apprenticeship were factors which forced attention upon the problem of training workers in occupations requiring education of less than college grade. The national Smith-Hughes Act resulted. It provides aid for three occupational divisions; trades and industries, agriculture and home-making; and teacher-training. Classes in all of these divisions may be formed in evening schools, and reimbursement received for them.

The Smith-Hughes Act.—The Smith-Hughes Act is a coöperative enterprise between the federal and State

governments. It binds no State until the State through its legislature accepts the provisions of the Act. Designated sums of money are allotted to the various States. These sums are available provided the States local communities add similar amounts to this fund to be used with it. This has been referred to as "matching dollar for dollar." The State and federal funds are kept separate in all cases, however.

Federal funds are allotted to each State on the basis of population: those for agricultural education on the basis of the State rural population compared with the total rural population of the country; trade and industrial and home economics funds, on the basis of urban population.

Federal funds allotted to each State need not necessarily be matched by State funds. The law specifically requires that they be matched by State or local funds or both. Obviously, therefore, it is not necessary for a State to add funds to those provided by the federal board for vocational education for evening school work or any other type of vocational education so long as an equal amount is provided in the local community. It is, however, the practice in most States that the legislature guarantees a State fund equal to the federal allotment.

The Smith-Hughes Act was passed to promote vocational education because the federal government believed that such training of many young workers was vitally necessary and for the good of the nation as a whole.

In entering into this field of education the federal government has not attempted to meddle and dictate in State affairs. Acceptance, as was noted, lies with each State. The general requirements established throw most of the

responsibility for organization, supervision and administration directly upon State officials. Final approval must be given by the federal authorities. Undoubtedly a time will come when vocational education will be so firmly established that it will continue to grow and function without the incentive of special aid. There are already evidences of this.

Basis of aid.—The federal allotment for agriculture is made in a specific number of dollars and cents. The allotment for trades and industries and home economics is made in one lump sum, specified in dollars and cents. There is no specified division made by the Federal Board between these last two fields, except to state that not more than 20 per cent of the fund for trade and industry and home economics may be used for home economics. If the full 20 per cent is not used, the surplus remaining may be used in the trade and industrial field. There is one further limitation having to do with part-time education. The federal law requires that 33 per cent of the total fund for trades and industries and home economics, if expended at all, must be expended for part-time education.

Aid granted to local communities for vocational classes certified by State supervisors is on the basis of teachers' salaries. The federal law provides for reimbursement up to 50 per cent of the salaries for instruction. Reimbursement cannot exceed 50 per cent, but it may be less as funds or other limitations demand.

States receive allotments from the federal government quarterly. In some States it is a practice not to make reimbursements to local communities until the end of the school year. In other States, however, especially in eve-

ning school work and rehabilitation, reimbursement is made oftener.

Certified classes are of various types and are in each of the three fields named. Federal funds may not be transferred from one of the three subsidized fields to another. Unused federal funds revert to the national government each year.

The Federal Board for Vocational Education.—This independent board administers the Smith-Hughes vocational education act. It promotes vocational education in the regions into which the nation is divided. It conducts conferences for teacher-trainers. It also publishes bulletins dealing with the promotion, organization and conduct of the vocational classes subsidized.

State organization.—Any State taking advantage of the Smith-Hughes Act is required to designate a State Board for the Administration of Vocational Education. Sometimes an existing board is thus designated and given the added responsibility for vocational education. In other instances new boards have been created. The chief executive officer of the State Board is the one with whom the Federal Board deals. A State Director for Vocational Education is also designated. He may also be the executive officer of the State Board. Any number of State supervisors may be appointed in the three fields of vocational education subsidized. The latter are the connecting links between local school officials and the State and Federal boards. It is through them that evening school officers secure assistance and guidance if needed in the organization and conduct of subsidized vocational classes.

Evening industrial classes.—Evening industrial classes are but one type permitted under those of the trade and

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industrial classification. The others are all-day unit trade, general industrial and three forms of part-time classes, namely, trade extension, trade preparatory (often questioned) and general continuation.

The evening industrial classes must be of the trade extension type. They must supplement the daily employment of the pupils. This does not indicate that trade preparatory training has no place in evening schools. Generally trade preparatory training precedes first employment. It is usually for younger pupils than those who enroll in evening schools. Instances occur, however, where pupils wish to secure training in another trade than that in which they are employed. Such training is of a trade preparatory character for them. For workers who wish to change to another trade or industrial occupation, trade preparatory classes are just as legitimate as trade extension classes, though no aid is given for the former. The evening school instruction, it should be recalled, is planned primarily for adults, not for youths.

Content of evening industrial classes.—The Smith-Hughes Act recognizes and provides reimbursement for two types of evening trade and industrial classes according to content, namely, shop classes and classes in related subjects. Federal literature also mentions non-vocational or academic studies. In some types of classes, particularly all-day unit trade and part-time classes, time schedules outlined provide for academic subjects, chiefly English, health and citizenship. The academic classes are not under the jurisdiction of State or federal boards, and salaries for the teachers are not subject to reimbursement.

Subsidized evening industrial classes are, therefore, of

the shop or related subjects types. Shop subjects deal with tools, machines, materials and processes. Related subjects classes might be called related technical subjects. These are science, mathematics, drawing and shop English. The latter centers attention chiefly on shop terms. Related subjects may be thought of as trade knowledge or technical information, in contrast with skill in shop subjects. The mastery of related subjects is highly essential to advancement in industrial vocations.

Local officials, and the requirements of the Smith-Hughes Act.—Local officials should be generally familiar with the national vocational education law. They should be more closely familiar with the plan of their respective States for administering the law. In meeting State and federal requirements, local evening school officials are particularly concerned with the following:

Buildings and equipment

Teacher selection, teacher-training and teacher certification

Classification of pupils

Subject-matter of courses

State inspection—the State supervisor

Reports to the State Board for Vocational Education

Reimbursement

General provisions of the Smith-Hughes Act.—General provisions of the federal vocational education law which apply to all types of classes in the three divisions of vocational education subsidized include the following:

Vocational classes must be under public supervision and control.

Instruction must be of less than college grade.

Pupils must be over fourteen years of age.

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All pupils must be physically and mentally fit to profit by the instruction offered.

Federal funds must be matched by State funds, local funds or a combination of the two.

Federal aid is for reimbursement of salaries only.

The State plan must be approved by the Federal Board for Vocational Education.

Each State must pass an enabling act to receive the federal aid.

A State Board for Vocational Education must be designated.

The State treasurer must be designated the custodian of funds.

All hours are sixty-minute hours.

Aid is for promotion.

Approval of plant and equipment rests with the State Board.

All teachers must be certified.

Local schools or classes are supervised by State officers subject to final approval of the Federal Board for Vocational Education.

Specific requirements governing evening industrial classes.—Because of their variety and extent, evening industrial classes are taken as a sample for an analysis of specific requirements. The requirements outlined below are indicative of other industrial class requirements, and also of evening classes in the other two occupational fields.

The minimum entrance age is sixteen—two years more than the general minimum age of other Smith-Hughes classes.

Pupils must have selected and entered a trade.

The purpose of the instruction is to supplement daily employment.

The classes may be of either the shop or the related subjects type.

The lengths of courses may vary (the short-unit division being preferred).

The subject-matter of courses must be inherent in the trade taught, and must enlarge trade skill or knowledge.

The organization of content and methods of instruction is not fixed.

The equipment should approximate that used in the trade or industrial occupation taught.

Evening industrial classes are not restricted in regard to the size of the city.

The requirements for teachers in shop and related subjects vary in different States. A tendency to increase requirements is apparent. Trade experience beyond apprenticeship is an essential requirement for shop teachers, and technical training beyond high school and trade contacts are important requirements of related subjects teachers. The latest individual State plans should be studied for specific requirements.

QUESTIONS AND PROBLEMS

1. Explain how special aid, State or State and federal, may be of particular value in promoting evening school classes in the subjects subsidized.
2. What basic differences exist between evening industrial classes classified as preparatory and those classified as extension?
3. What are some of the conditions surrounding the securing of Smith-Hughes or solely State aid with which an evening school official should familiarize himself before making detailed plans for classes?
4. Secure a State plan for your State and list the specific requirements governing evening agricultural and home-making classes with which a local evening school official should be familiar.

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- Trade and Industrial Education* (Organization and Administration), Bulletin No. 17, Federal Board for Vocational Education.

CHAPTER XIII

METHODS

Importance of Teacher's Attitude

A study of evening school pupils reveals the fact that methods of instruction must be particularly adapted to them, and to their attitudes and needs. Methods differ from those employed with elementary and high school pupils chiefly in the matter of approach. A survey reveals certain basic facts about pupils which make approach, on a basis of adult equality, an essential element in methods of instruction. By this is not meant equality in the mastery of subject-matter. Rather does it mean community of interest, spirit and desire to improve. Pupils should be thought of as working *with* rather than *under* the teacher.

Analysis of Evening School Pupils

The pupils in evening schools are for the most part serious-minded. They come with a purpose. All pupils are above the compulsory age for all day-school attendance. Many of them are in middle age, and there are some who are considerably past middle age.

The pupils come from all types of homes in the community. They come from homes that are rich, comfortable or poor; from homes of broad or meager intellectual

attainments; in fact, from homes representing all degrees of social, economic, moral and intellectual life. The pupils in a cosmopolitan evening school come from every type of human occupation, from domestic service to banking.¹

Evening school pupils come chiefly because they wish to make up some educational deficiency, to secure specialized occupational training, to broaden themselves culturally or prevent intellectual stagnation and in some instances to develop or retain good health. A few come out of curiosity and because friends come. The vast majority come expecting to put forth effort and achieve well-defined results.

The foregoing paragraphs have analyzed roughly the composite evening pupil. The results of this analysis indicate the importance of the teacher's attitude and approach toward evening pupils in the teaching methods he employs. In addition, for particular pupils, he must make such adjustments as individual differences require.

Engendering Feeling of Accomplishment

Another factor in connection with methods which should be kept in mind constantly by evening school teachers is that of making pupils feel that they are accomplishing something. This is extremely important the first night or two, but it is also of considerable importance at every lesson. Each lesson should bring a feeling of progress toward a well-defined goal. This can be accomplished in a simple manner. Each meeting of every class

¹ The significance of individual differences of evening pupils as they affect subject-matter, organization and methods is concretely outlined in Appendix A, pp. 325-326.

should have a class lesson included in it. Each member will then be reached by instruction in new subject-matter. A review of the progress made at that session of the class, given near the close of the period, doubly insures the producing of a feeling of accomplishment in each pupil.

Interest in work and accomplishment are frequently closely associated. If interest can be developed and held, accomplishment usually follows. A brief discussion of interest and its drawing power in the matter of attendance will be found on pages 131-133.

Methods in Practical Subjects

The common methods of instruction are usually referred to as the imitative, project and inventive methods. All three have pronounced strengths and weaknesses. Usually more than one method should be employed during the term of the class.

The imitative method.—This is particularly adapted to all practical or vocational subjects. It is also the best possible method for the first or basic instruction of a class. The practical subjects always include a combination of mental and manipulative work. For more people are eye-minded than ear-minded. Eye-minded people grasp instruction more quickly through the sense of sight than through hearing. Because much emphasis is placed upon manipulations in vocational subjects, the imitative method—learning through seeing—is of peculiar value. This fact explains the relative importance placed upon demonstrations in the practical subjects.

The first instruction in any class is usually difficult and

always important and basic for pupils. Frequently it is wholly new. The use of the imitative method produces results more quickly, surely and effectively than others at this point. It is particularly a method for beginners. One can show a pupil how to make buttonholes in a garment in a small fraction of the time and with much better results than through verbally describing how it is done.

The imitative method is the method of industry. Through its use accomplishment is quickened. For many vocational classes it may be judged rightly as being a basic method of instruction. Pupils in occupational training classes are usually satisfied to be taught solely by this method. In fairness to them and their continued development, however, another method which develops initiative, responsibility and constructive thinking should also be employed to some extent.

Instruction sheets.—No consideration of the subject of methods of instruction in practical or vocational subjects is complete to-day without some mention of instruction sheets. Such a discussion fits best into the general subject of the imitative method of instruction. Instruction sheets can be made valuable aids to a vocational teacher. They are specific in character. They can be justified where habituated, manipulative skills are the chief aim of the instruction. Their use may assist in intensive instruction and rapid learning of standardized vocational procedures.

The terminology employed in connection with instruction sheets frequently has been misleading. They have now come to be recognized by many as being of two principal types. So-called job sheets provide instruction for making an entire object, involving a number of unit

and basic processes. Process or operation sheets, on the other hand, center instruction on single important vocational processes of occupations taught. Properly taught, mastery of these fundamental processes should give the learner a background of basic training, the units of which can be applied to different jobs of problems or articles. This latter achievement, however, rests upon added training of a kind designed to teach the learner how to plan or organize different processes in such relationships to each other that the thing desired will ultimately evolve.

Instruction sheets cannot and should not *supplant* the instruction of the teacher. Their only justifiable use is to *supplement* it. A weak vocational teacher, or a new teacher in his first evening school work, possibly may do well to rely heavily on instruction sheets. The chances of pupil mastery of the minimum essentials of skill and knowledge are probably increased in such instances through their use. The related technical information, and training and practice in problem-solving, will be greatly minimized or almost omitted in such cases, however.

A strong vocational teacher may use instruction sheets to supplement his instruction, usually that in which he employs the imitative method. Minimum essentials can be taught without such sheets. Through their use, however, as reference instruction, some of the teacher's time, usually devoted to repeated individual instruction, may be used otherwise. Such time may then be applied in providing for individual differences both in interest and ability, in providing class instruction in important related technical subject-matter, and in teaching problem-solving through the planning of process or operation procedures which will bring about desired results. Instruc-

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tion sheets, therefore, may assist both strong and weak vocational teachers (in different ways), but they have the constant weakness to be guarded against of tending to make instruction narrow—just the bare fruit without the flower.

Excellent instruction sheets have been prepared in some basic jobs and processes in a number of industrial occupations. Some have been published. Frequently self-made or "home-made" sheets are much more desirable, and at times they are the only type available. Training in their construction is quite as essential (if they are to be prepared) as instruction in the methods of process, job and trade analyses.

A locally prepared job sheet is shown below. The original was mimeographed in the school office.

MADISON VOCATIONAL SCHOOL Madison, Wisconsin

Mr. Bechtold
Instructor

DOUBLE SEAM BOTTOM TIN CUP

JOB SPECIFICATIONS:- Tin cup to be made with 1/8" double-seam bottom. Top edge to be reinforced with #14 wire. Cup to be 4" in diameter and 3" deep when finished, with 1/8" grooved seam. To be made of bright tin.

TOOLS AND EQUIPMENT:-

Rule, awl, snips, bar folder, wiring machine, burring machine, double seaming stake, mallet, setting-down hammer, square stake, dividers, soldering equipment.

MATERIALS:

Bright tin, solder, flux.

PROCEDURE:

1. Lay out, notch and form up the body of cup. Pay particular attention to proper notching and extra allowance for bottom seam.
2. Using the small burring machine, burr out a $1/8"$ flange on body of cup at right angles to the body.
3. Measure the diameter of the cup including the flange and cut bottom $3/16"$ larger in diameter.
4. Burr up the bottom, using a trifle smaller burr than on body of cup.
5. Put bottom on to body and "set down" edge of the bottom over the flange with the peen of the setting-down hammer. Pay particular attention to getting the inside edge down tight and smooth.
6. Double seam bottom to body.

NOTE: Place over double seaming stake. Hold firmly on to stake with the left hand and turning slowly strike with mallet (starting at the seam), bending the edge down at an angle of about 45° the first revolution of the cup. Complete the operation by malleting the seam down tight and smooth.

7. Lay out handle for cup, using $1/8"$ double hem on each side.
8. Form handle over stake by hand.
9. Solder all seams inside of cup and solder handle in position over the grooved seam.

QUESTIONS:-

How wide a burr can you turn on tin-plate with a small burring machine?

What is "coke" tin commonly called?

How many cups of the size given in the

specifications can be made from one sheet of
20x28 tin-plate?

A similar type of process or operation sheet, also mimeographed, and including illustrations, is made up like the following:

MADISON VOCATIONAL SCHOOL

Madison, Wisconsin

Trade and Industry Department

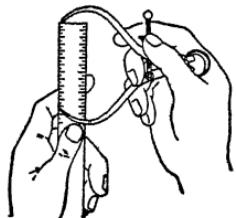
Measuring
with
Calipers

Fred Todd,
Instructor.

Machine Shop

Setting an Outside Caliper
to a Steel Scale

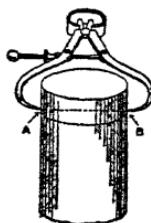
The accompanying figure shows a method of setting an outside caliper to a steel scale. The scale is held in the left hand and the caliper in the right hand. The caliper is supported by the thumb of the left hand and the adjustment is made with the thumb and first finger of the right hand.



Correct Position of the
Caliper in Measuring
the Diameter of a
Cylinder

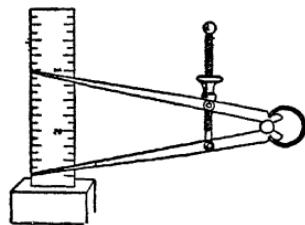
In the accompanying figure is shown the proper application of the outside caliper when measuring the diameter of a cylinder or a shaft. Note that the dotted line connecting points A

and B, where the caliper comes in contact with the work, is at right angles to the center line of the work, and at a point where the true diameter of the cylinder can be measured. When the caliper measures properly, it should just slip over the shaft of its own weight. Never force a caliper. It will spring and the measurement will not be accurate.



Setting an Inside Caliper to a Scale

To set an inside caliper for a definite dimension, place the end of the scale against a flat surface and the end of the caliper at the edge and end of the scale. Adjust the other end of the caliper to the required dimension.



A type of sheet known as an information sheet is now being attempted in some schools. Its character is indicated by its name. To some it seems very questionable whether related technical information can generally be provided as successfully through the medium of instruction sheets as it can through direct teaching.

The project method.—This method has two great values—one the developing and holding of interest so essential to progress in any educational endeavor, the other the development of initiative and practice in constructive reasoning. So far as vocational teaching is concerned, a project may be thought of as:

Recognizing a need and desiring to fill it

Making plans to fill the need

Constructing the thing desired or filling the need

Making a judgment of the results

Some will argue that a true project must be wholly self-initiated. In that case a project scarcely could be inaugurated under any school conditions. Be that as it may, most desirable results can be achieved by a skilful teacher when he guides the selection of something to make, and gets the pupils not only to accept his guidance but to adopt the work (the project) as if they had initiated it. The project may be conducted through the medium of the class, of groups or of the individual. Each pupil may do similar work and receive the same instruction. A single project may be carried on also through groups or the entire class, wherein a number of pupils do different parts of the work. The project method of instruction as here conceived is applicable to the method of free pupil selection of work, or selection from a group of problems involving similar basic instruction.

Through the project method of instruction the teacher guides, suggests and makes references to source material which will assist the pupil in the work he is planning or, later, executing. The teacher gives direct instruction only when no other means is possible. In this way greater responsibility is placed upon the pupil, greater initiative is required and results in constructive thinking or training in the methods of reasoning are greater than through teacher instruction alone. The value of a method which develops initiative and methods of reasoning without too great a sacrifice of time should be apparent in its application to evening school pupils. It is an excellent method

to follow the first basic instruction through the imitative method.

The project method usually requires more skilful teaching than the imitative method. The teacher must be supplied with much reference material and many helps for the pupils. He must be able to lay out his work so that pupils can be assisted in discovering that which is necessary for progress rather than being told it.² The project method of instruction is particularly adapted to agricultural education.

The inventive method.—This method of instruction has little or no place in practical subjects in evening schools. It requires much time, which is not often available in this educational organization. The achievement of measurable results through its use is questionable. As a method of instruction it is more applicable to higher education. The very nature of evening pupils and their desires for the accomplishment of definite educational results prohibit the use of the inventive method.

The inventive method represents the opposite extreme from the imitative method in that pupils are permitted to investigate as they will, without teacher interference and with little or no formal instruction. The project method represents a middle ground with particular advantages after a course of study has been under way for a time.

Methods of selection of work.—Vocational instruction takes place through the medium of physical articles made by the pupils. The selection of these is closely associated with some of the methods of instruction, as has been

²The value of teaching through problem-solving methods is admirably outlined in Appendix A.

noted. The methods of selection are four in number. These are: teacher selection, pupil selection, assisted or guided pupil selection and pupil selection from a group, all problems of which require similar instructions.

Teacher selection is usually questionable. Through it the pupil's wishes are not taken into consideration. It is deadening to interest. It fits in particularly well with the imitative method of instruction. This method is best adapted to the beginning instruction of courses. At that time the subject-matter is new and pupils frequently have little conception of what they desire to make. Almost any work is acceptable to them because they have little basis for judgment. If they are interested in their work, teacher selection of physical articles in many *vocational* subjects may continue almost indefinitely with the imitative method of instruction.

Pupil selection of articles to be made finds little place in most fields of vocational education. It slows up the class work and requires too great an amount of individual instruction for the good of the class as a whole. This method of pupil selection is seldom used.

Guided pupil selection of articles through which instruction is given also finds little place in vocational subjects. However, it does represent a step in advance of selection by the pupil alone. Some restriction can be imposed upon the variety of articles or projects that are to be made and through which the instruction must be given.

Pupil selection from groups of problems involving the same fundamental instruction represents about the only workable method of permitting some pupil choice in the selection of problems. In some instances this method of

selection works well with the project method of instruction. If a class proceeds in its work from step to step quite regularly, the group method of organizing material and then permitting pupil selection is an aid in providing interest and also supplementary work for rapid pupils. New applications of the same instruction are possible, and the class may be kept together on the basic class instruction in this manner.

For most types of vocational education, however, the imitative method of instruction and teacher selection of problems or pupil selection from groups of parallel problems will be the dominating procedure. Interest is usually strong enough to carry adult pupils through training based on such educational procedure where it could not be sustained with younger day-school pupils who have not yet entered occupational life.

Methods of occupational procedure.—In vocational education classes another classification of methods is needed to distinguish between two types of occupational procedure. One type of method must always be guarded against when schools undertake such training. The actual occupational methods used in the best practices of each occupational group must be employed if the best results are to be obtained. There must be no obsolete, archaic, dabbling or amateurish methods of procedure. In industrial training it is the industrial method of quantity production and all that it involves, rather than the craftsman method that is required. In home-making, the instruction should be through full-size articles or work rather than through models and samples. In commercial classes, the adding machine is now used in place of the brain and pencil for adding columns of figures.

Methods of Instruction in Academic Subjects

The imitative method.—This method was previously described as to nature and particular values in vocational subjects. It has a place in academic instruction also. It is not only of peculiar value as a beginning method for most courses but is particularly adapted to elementary studies. Even though the pupils in evening schools are youths and adults, their approach to many subjects is upon an elementary basis. This is especially true of the large numbers in elementary grade and Americanization subjects. In these subjects there is also imitation of sounds through hearing. In the above subjects the imitative method of instruction is just as important in evening schools as in day-schools. Such methods are strikingly apparent in the rapid and lasting results obtained in Americanization classes in English.

The project method.—This method, previously explained, is particularly adapted to primary subjects as well as to those based upon handwork. For the former it is a method of motivation. Little application of it is possible in upper elementary grade and high school academic subjects. Neither is it as applicable with adults in primary subjects as it is with children.

The inventive method.—This method has sometimes been called the creative method. Individual work in academic subjects, involving research of an elementary nature and reorganization of material in new forms, is an example of the use of the creative method. Its use develops qualities and abilities in pupils which are not stimulated by the use of the imitative method. The inventive or creative method occupies much the same rela-

tion to the imitative method in academic subjects that the project method does to the imitative method in vocational subjects. The writing of a theme in English; the writing of a term paper on the development of democracy in England, in history; or the organization of a window display in Latin, showing how many of our commonly used words are derived or adopted from the Latin, together with pictorial illustrations, are examples of the employment of the inventive or creative method. It is particularly adapted to adults.

The supervised study method.—This method is at times particularly applicable because of the small amount of home study that can be expected of most evening pupils. The time of the class might be divided approximately half and half between the supervised study and recitation. It is essential that the class work include a review and an adequate assignment of the following lesson, whether or not there is to be any home study.

Supervised study does not mean that the teacher sits at the desk and waits for pupils to come for assistance. It means that he goes about from pupil to pupil to discover individual needs and if necessary to give aid in how to study. It means giving assistance in discovering the important phases of an assignment. Such work is tiresome and requires patience and skill on the part of the teacher. Unless he is willing to undertake it wholeheartedly, the time might better be spent otherwise.

The socialized recitation and discussion methods.—These methods are particularly applicable to adult pupils. One is but an extension of the other. These methods are valuable supplements to whatever method of direct instruction is given by the teacher.

The question and answer method.—This so-called method of instruction is a necessary part of any kind of class work. However, it is more a check on what has been learned than a teacher's method of instruction. Its weakness lies in its too extended use, and the supposition that it is teacher instruction. It can only lead to instruction either by the teacher or through class contribution.

The lecture method.—In some classes the lecture method of instruction, or a combination of lecture and class discussion, is the best method to pursue. Where textbooks are not available in academic classes or where it is not desirable to require their purchase, this method is particularly applicable. The writer has in mind a class in everyday law and business practice. It is intended for men and women in all walks of life, not particularly for business people. No single textbook is adapted to this specific course. To some the name has sounded formidable. Many interested people have enrolled, however, when they discovered that they would not be required to recite, that the lecture was the chief medium of instruction and that the purchase of books was not required.

In practice each lesson develops into a teacher-guided class discussion with the asking of many questions. The teacher is an attorney who was formerly a teacher. Classes employing the lecture method should not be longer at the most than one or one and one-half hours.

Methods in Arts and in Craft-work

Classes in art subjects and craft-work rely largely upon the imitative method of instruction. The demon-

stration is of great importance. Groups are frequently large, making class rather than group or individual instruction necessary. This factor enhances the importance of the imitative method.

Selection of individual work may be best made by the teacher at the beginning of a class. Partial pupil choice of work from groups of articles or from subjects for artistic work may be possible as the class advances. In some instances in craft-work, partial pupil choice at least is possible from the beginning. If there is opportunity for project work, it will undoubtedly be near the end of the course of study.

Methods in Physical Education

Recognition must be made of individual differences in physical education—differences in interests and physical differences. Some ensemble work is possible, but division into groups is necessary if there is a considerable range in ages. Competitive games are possible both in large and small groups. These are essential if interest is to be maintained. Physical education must be much more than the physical culture of former years. The Y. M. C. A. type of physical education is particularly applicable to men's classes.

In women's classes swimming, folk-dancing, drills, setting-up exercises and large-group games are desirable. Classes in reducing and upbuilding prove popular, but they must be supplemented by instructions to follow during the intervals between classes. Teachers must be women.

Physical examinations are desirable if there is any

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doubt about the kind or amount of physical exercise an individual should indulge in. The cost of such an examination should not be a school expense.

If a school pool is to be used for swimming, a special physical examination should be insisted upon, conducted at the school. The expense of this might be borne by the school or provided for through a small assessment upon members. The school, city or county public health nurse may be available for such examinations for women's classes.

Methods of Reasoning

The inductive and deductive methods of reasoning and combinations of the two are applicable to both vocational and academic subjects. Training and drill in the *methods* of reasoning are of vital importance, often more so than subject-matter so far as ultimate results are concerned. An understanding of the basic methods of reasoning, as in the socialized recitation and in discussion methods of conduct and instruction, is the common equipment of trained teachers. No extended discussion of methods of reasoning will be given, therefore.

Types of Lesson Organization

A lesson is instruction covering a specifically designated body of subject-matter. There may be any number of lessons during a class period. More than one lesson in a period is of particular advantage when the periods are long, as they generally are in evening schools. Lessons are designed to meet three conditions: the needs of the entire class, the needs of a group and the needs of an

individual. All three types are essential if the best interests of the class and teacher are to be served. The three methods are of particular importance in evening schools owing to the recognition of an attempt to meet individual needs, and because of the relative importance of vocational subjects. In the latter, particularly, it is possible to gather groups together which need similar instruction.

Class instruction.—Class instruction reaches or should reach each pupil. It has been noted that it is of peculiar value at the opening of each session of the class as an incentive for prompt attendance. Through its use there is also quite definite assurance that each member of the class has benefited by some instruction at each meeting. More subject-matter can be covered, for most of the pupils in a class, through its use to some extent.

Class instruction is not sufficient as the only method, for it does not provide adequately for individual differences. It should be supplemented by group and individual instruction if the best results are to be obtained for all concerned. Class instruction alone makes the keeping of the class "together" very difficult.

Group instruction.—By group instruction is meant the taking-aside of a number of members of a class for specific instruction. It may be that such a group lesson is for fast pupils who need supplementary work to keep them at approximately the stage of instruction of the class lessons.

Group lessons may also be given to slow pupils of a class who need help. For the latter, such a lesson is frequently a review. It helps to bring slow pupils up to the pace set by the average of the class. It is combining a number of similar individual lessons or helps into one.

In so doing it saves the teacher's time and energy, which may be used for class and individual instruction. The value of this not so frequently used method should be apparent.

Individual instruction.—Lessons or help for individuals is *additional* instruction. It should not be used *in place of* class or group instruction. Through its use particular individual needs relative to subject-matter can be met. It also forms a device through which extremes in individual differences in speed of assimilation of class instruction can be met and adjusted.

Combined use of all three methods desirable.—To secure the best possible results all three methods are at times necessary. An analysis of time distribution employing these methods of instruction and combinations of them reveals advantages which may be gained in the total amount of instruction given.

Suppose a class has an enrolment of fifteen and meets for two hours or 115 minutes.

1. By individual instruction, equally divided, this would provide $7\frac{2}{3}$ minutes of instruction for each pupil during the period.

2. By class instruction 115 minutes of instruction would be available for each pupil, theoretically. Such a lengthy lesson by the teacher is absurd, of course. No class could maintain sustained interest and attention over such a long period. Neither could individual differences be taken into account.

3. By class and individual instruction a hypothetical class might be divided as follows: One, two or three lessons totaling possibly 30 minutes might be given. This would allow 85 minutes for individual instruction or

5 2/3 minutes for each pupil. This combination then provides 35 2/3 minutes of instruction for each pupil.

4. By class, group and individual instruction in another hypothetical class the instruction might be distributed as follows: There might be one, two or three lessons again, totaling 30 minutes. This leaves 85 minutes for other instruction as before. Now suppose that during the session four homogeneous groups needing similar help or additional instruction are assembled and given an average of 5 minutes of instruction each, or a total of 20 minutes. Sixty-five minutes now remain for individual instruction, or an average of 4 1/3 minutes. The total instruction for each pupil would then be 30 plus 5 plus 4 1/3 or 39 1/3 minutes.

By the use of some time distribution similar to the latter one, individual differences affecting speed and interests are provided for through group and individual instruction. The teacher's time and energy is conserved through elimination of repetition of individual instruction. More total instruction, class, group and individual, is frequently possible by a combination of two or three of these methods than by the use of only one. Many factors enter into a determination of which methods to use and how much time should be devoted to each.

Demonstration Method

The demonstration as a particular method of instruction is of more than usual importance in evening schools. The elementary nature of many subjects and the vocational character of others which involve handwork in various forms gives the demonstration method its pe-

cular significance. The Home Economics Division of the Minnesota State Department of Education prepared the following material in mimeographed form for distribution. The very direct information and suggestions included apply equally well to other subjects in which the demonstration is used, as it is in home-making.

"DEMONSTRATIONS

"Reasons for Using the Demonstration Method in Evening School Work

- "1. Most people learn more easily by what they see and what they hear than by what they hear alone.
- "2. Saves time:
 - a. For teacher: when demonstrating, shorter explanations are necessary.
 - b. For pupils: they understand it better, therefore are ready to go right to work.
- "3. Economical of material: fewer mistakes are made by pupils, because of a more thorough understanding.

"Characteristics of a Good Demonstration

- "1. Make it short and 'snappy.'
- "2. Give when the majority of the class is ready for that particular lesson.
- "3. All necessary material at hand.
- "4. Materials large enough to be seen clearly by all members of the class.
- "5. Actually do the problems just as the pupils are to do it (except for the size of the stitches, etc.).
- "6. Explain each point when you do it: work and talk at the same time.
- "7. Stand where each pupil can see and hear every point.



Better Wages Through Better Service (Dunwoody)



Learning to Do Things America's Way (Duluth)

- "8. Must be well thought out beforehand, that each step may be clearly presented and in the proper order.
- "9. Never attempt to demonstrate a thing of which you are not absolutely sure: a demonstration is no place to practice.
- "10. A demonstration often follows a discussion.

"Steps in a Demonstration

- "1. Statement of lesson to be demonstrated.
- "2. When possible, first show the finished problem as it should be.
- "3. Explanation of materials used.
- "4. Actual doing of the problem:
 - Working
 - Talking
- "5. Showing finished article.
- "6. Summary of points.
- "7. Future application."

General Suggestions for Planning Work

The Home Economics Division of the Minnesota State Department of Education also made the following suggestions which apply to any type of instruction method and are basic with all types of class procedure. They make nine excellent commandments for planning instruction.

"GENERAL SUGGESTIONS FOR PLANNING WORK

- "1. When possible show the thing itself rather than describe it; a picture is next best to the real thing. A diagram or sketch will also help.

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- "2. Be sure that your language includes those technical words only which are familiar to your pupils; explain carefully each new word.
- "3. Be sure that you teach no more at one time than your pupils can hold.
- "4. After you have taught the pupils something, or think that you have at least, make sure of it before you go on to the next thing.
- "5. Endeavor to teach the thing at the time the pupils feel the need for it and see the necessity for it in connection with the piece of work that they are doing.
- "6. Never do anything yourself that the pupils should do.
- "7. Never tell the pupils anything that you can make them think out for themselves, unless you think that this will take too much time or will result in a loss of confidence.
- "8. Do not allow the pupils' attention to lag; keep them thinking all the time.
- "9. Connect the old with the new wherever possible; this not only makes it easier for the teacher, but the pupils understand much more readily."

Iowa Series of Aids for Evening School Teachers of Industrial Education

The State Supervisors of Trade and Industrial Education for Iowa, Nebraska and Kansas prepared a skeleton outline of a series of pamphlets they wished to have for their evening school teachers. Professor J. V. Lynn of Iowa State College at Ames was asked to write these pamphlets along the lines suggested.

The series is composed of five pamphlets four by nine and one-fourth inches, and varying in size from four to eight pages. It is planned to have the teacher receive Numbers 1 and 2 previous to the first class meeting; Number 3 immediately following the first lesson; Num-

ber 4 following the second lesson; and Number 5 immediately after the third lesson is taught. The following quoted material is extracted from Number 4, *Personal Management Problems*. It is indicative of the very concrete manner in which the instructional material is presented in the entire series. In its simplicity lies one of its chief values as an aid to the new industrial education teacher, in a new evening class, frequently in an isolated situation. It is suggestive of the type of instructional material that is needed for teachers of almost all evening school subjects.

PERSONAL MANAGEMENT PROBLEMS



“2. Questioning

“Briefly, there are two kinds of questions; test or review questions in which the instructor seeks to know what the learner has retained about previous lessons, and development questions in which the instructor leads the learner to think out something for himself by suggesting old ideas and having him link them with new ones.

“Test questions should be worded so that if the learner does not know he cannot answer. For instance, a machinist may be asked if he can use a micrometer. He may answer either ‘yes’ or ‘no,’ but in doing so he does not convey any idea as to his skill or knowledge. The question might have been, ‘How many turns of the micrometer barrel are equal to one-tenth of an inch?’ If he knows how to use one he will say ‘four,’ and if he does not, he simply cannot answer the question. Do not use catch questions. To ask what kind of lubricant is used when turning cast-iron gives a wrong impression, for none is used, and the learner is not being fairly treated. Do not use a bad practice question. Men, if experienced, are not expected to

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know how to do things the wrong way. Be sure all questions are definite. A 'How do you do?' question may often be very indefinite like, 'How do you mix paint for a priming coat?' Answers may be, 'thin, with lots of oil,' 'in a bucket,' or 'with a stick.' They are all correct for the question asked, but the first is the only one which tells what the questioner wanted. Make it impossible for the answerer to say anything else. Sometimes the questions are so worded that answers can be picked out of the question by the suggestive way it is asked. A painter might say to his apprentice, 'Do we put paint on a house to protect the surface, or to make it look better?' The latter gets his cue from the question and says, 'both.' It would be much better to ask, 'Why do we paint the exterior of houses?' and have the apprentice dig up the answer.

"A PRIME GUIDING PRINCIPLE IS THAT THE INSTRUCTOR MUST DECIDE WHAT ANSWER HE WANTS, AND THEN SO STATE HIS QUESTION THAT ONLY THAT ANSWER CAN BE GIVEN IF IT IS TO BE CORRECT.

"Development questions are not given to test knowledge, but to lead thought. They go in chains, one growing out of the preceding one. That is, they are arranged in a logical order of reasoning from link to link. Frequently, they spring from the answer just given to the previous question, because the instructor does not know in just what direction the learner's thought may go. Example of a development chain from a lesson on the action of glue in joining boards together:

- "1. Q. Why do we rub or press the glued surfaces together?
 - A. To squeeze out the glue.
- "2. Q. Is all of it squeezed out?
 - A. No, only if there is too much.
- "3. Q. What becomes of the rest?
 - A. It stays between the boards.
- "4. Q. Then the boards are not touching each other?
 - A. Yes, they are.
- "5. Q. Then the glue really has no space to occupy between the boards?

- A. No, it squeezes into the pores of the wood.
- "6. Q. What does it do there?
 - A. It fills them up.
- "7. Q. What effect will the glue have when 'set'?
 - A. It will be hard and act like tiny hooks.

"In the above example, had the learner given the answer to number 5, which was intended to be for number 1, there would have been no need for asking questions 2, 3, 4 and 5. An instructor needs to be alert so as to get the learner back into line again with as few questions as possible. Development questions should follow the principle of reducing erroneous answers to the impossible or absurd. This makes the learner think.

"A few general rules on questioning may be helpful:

- "a. Avoid asking questions so that they can be answered by 'yes' or 'no,' unless followed at once by a 'why?' question.
- "b. Do not make any suggestion of the answer.
- "c. Take care to word them so that the learner has no doubt in selecting the desired answer from among several which might be correct.
- "d. Make them brief but clear.
- "e. Make them simple for slow thinkers, but put a challenge up to the good thinker by hard questions.
- "f. When wrong answers are given, do not discourage by ridicule or even neglect of them. Better to acknowledge it as your error in not asking the question properly, and try it again differently.
- "g. If questioning a group of learners, ask the question first, so that all may get the answer ready, then name the one to answer aloud.
- "h. Distribute questions without any set order. (Would you ask one who possibly knows the answer, or one who does not? Which has the better effect on the rest of the group—a wrong or a right answer?)

"3. Being Side-Tracked

"With a group of learners it is very easy to get away from the purpose of your lesson. It is not intentional, but frequently a learner, because of his curiosity, will ask about something of interest to himself. Possibly it may be of interest to the others and possibly not. You must quickly decide upon its value to all. If worth the time to all right there, and treatment can be brief, take time out, but get back onto your lesson topic at the earliest opportunity. Do not let it run away with the time. If not advisable at the moment, acknowledge the question as a good one and arrange to take it up personally after the lesson is over. Always make good your promise.

"4. Trial and Error

"This has reference to the question of how far an instructor should leave a learner to discover for himself how to do certain things. If admitted generally it argues the necessity for neither teachers nor schools, but that is the extreme. Originally all things were learned that way, and all new things to-day are being added through experimental effort. Schools are needed to shorten the process for the mass of society. At the same time we cannot feed learners with a spoon. We should rarely tell what we can lead them to find out for themselves. Notice, it says 'lead' not 'leave!' The teacher is on the job but he is spurring the learner to a self-activity which is the force resulting in knowledge.

"5. Teach Only One Method of Doing a Thing

"Some teachers will seriously question this. Where there is one best way of doing some operation with tools, and any other method is clearly not so good, it is undoubtedly a mistake for the instructor to demonstrate wrong ways under the impression that he is warning his learners against them. It is an error on two counts, namely that some learners get confused and afterwards are not just sure which one was the right method, and also that some learners will deliberately do it the wrong way either out of curiosity to see if the instructor

meant what he did, or out of natural obstinacy to show that they will do it as they think best.

* * *

"6. Sustaining Interest

"Interest is the driving power which gets action or effort. No member of a night school can learn without the exercise of effort; and interest is that state of mind which causes him to give attention to something. The instructor can create or increase interest on the part of his students by making use of certain devices called interest factors. They act like crowbars or jackscrews in that they help to get learners out of an inactive rut or hole. The instructor must study his learner and then select from the following interest factors one which he can use with greatest success."

These interest factors referred to are: curiosity, ability to master, attainment of some objective, self-respect, approval and removal of fear.

QUESTIONS AND PROBLEMS

1. Explain how an evening school teacher's approach in his methods of instruction should be based upon a careful analysis of various factors in his pupils, singly and collectively.
2. Why is the imitative method of instruction of relatively high importance in all vocational subjects and many elementary school subjects?
3. Explain how certain developmental factors may be encouraged and given practice through the use of the project method of instruction in some subjects and the inventive method in others.
4. Why are current occupational practices and methods of procedure essential to effective vocational education?
5. Explain and illustrate how the use of class, group and

individual instruction is essential to good teaching at various times and in varying relative amounts.

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CHAPTER XIV

SUPERVISION

(INCLUDING TEACHER-TRAINING IN SERVICE)

Importance

A high grade of supervision of evening school classes is an outstanding need. This need is due chiefly to the variety of subjects offered, to the sources of teachers and to the varying amounts and character of the training the teachers have received. All teachers employed, irrespective of the quality, type or amount of their training, need special preparation for adapting instructional methods to adults. This factor adds to the importance of the subject of supervision.

This discussion of supervision is given a chapter status chiefly because of its importance, and not because of the amount that has been accomplished in this field. It is separated from the following chapter on "Administrative Duties" to emphasize the distinction between these two major types of school duties for which school officials are responsible.

Time Devoted to Supervision

If the evening school organization is small, one official, a director or principal, usually must serve in both ca-

pacities. In such a case a time distribution should be provided for each type of work. In a study made by Dr. Homer J. Smith,¹ he discovered that in the field of industrial education administration the strongest mode was 75 per cent administrative work and 25 per cent supervisory. The median was approximately a 60-40 division. One would be led to believe that generally a single evening school official should likewise not devote more than 75 per cent of his time to promotional, business and directive activities. When the work is first inaugurated, it is likely that the amount of time devoted to administrative work might approach full time. As the organization develops, more and more time should be devoted to the supervisory aspects, even more than half.

Where the evening school organization is large, there should be both an administrative officer and a supervisor. In other educational fields the supervisor is sometimes an assistant to the administrative director.

Particular Needs for Evening School Supervision

Supervision in day-schools is everywhere accepted as an established educational procedure. The cosmopolitan offerings in evening schools, all planned for adults, need supervision even more, particularly in the teaching aspects. In classes where day-school teachers are employed, some results of day supervision are applicable and undoubtedly carry over. Teachers recruited from outside the schools, of course, have had no pedagogical supervision. All teachers need training in methods, approach to pupil and conducting classes.

¹ Homer J. Smith, *Industrial Education* (The Century Co., New York), pp. 120-121.

Local Evening School Supervisors

Day-school supervisors may be employed for the supervision of classes with which they are familiar through day work. Assurance is necessary, however, that they realize the differences which exist between teaching children and teaching adults.

The advice and assistance of supervisors or directors of various forms of vocational education should be secured if at all possible. These officials have contact with the pupils in the upper levels of day-schools and part-time schools. The particular knowledge which they have regarding requirements for subsidies, class organization, equipments, subject-matter and special methods for vocational subjects makes their potential contributions of very material value.

In evening school organizations or single schools emphasizing the vocational subjects, it is quite desirable to have the city director of vocational education act as the evening school director or principal, if the added task is not too great. Where elementary grade school subjects are particularly emphasized, a similar supervisor may well serve in an official capacity for the evening classes. Special subject supervisors should be used whenever possible.

In large evening school systems a separate director or assistant superintendent is necessary. He should have such assistance as is necessary, including that for supervision. He must be able to make contacts with such other administrative and supervisory officers as is essential to the development and conduct of his division of the public school system.

Supervisory Activities

The supervisor of evening school teaching is required to do much more than make visits to observe instruction and later offer constructive criticism. It may be necessary for him to conduct training classes before school opens. He may find it desirable to conduct formal classes in teacher-training in service for particular groups of teachers classified by subjects, departments or schools. The preparation and sending of mimeographed helps are among his tasks. Selection of subject-matter and organization of well-developed courses of study are included among his duties as a supervisor. He must also visit classes and observe teaching. This, of course, should be followed shortly after by comments on good teaching and suggestions for improvement in teaching methods, conduct of classes, pupil approach, subject-matter and any of the other basic principles underlying good teaching which are weak or need correction. The supervisor, however, should never permit his work to become mere criticism and class-room visitation.

Imposing records of attendance are desirable. They indicate strength of teaching and effective organization. After a high degree of excellence has been achieved in these matters, however, the chief future activity requiring time, money and energy should be in the direction of effectiveness in teaching. This produces the ultimate educational results which are the real purpose of all educational endeavor. It is in efforts along these lines that the importance of competent supervision is manifested.

Reasons for Present Lack of Good Evening School Supervision

Supervision constitutes one of the chief weaknesses in evening education at the present time. Numerous reasons exist for this condition, chief among which are the following:

Evening schools are still in the embryonic stage in many communities. Time, effort and money have of necessity been expended in promotional, business and directive affairs. With the more substantial organization of evening schools, greater time and effort should and will be placed upon supervision. Each local organization must follow this process in development more or less closely. The extent and growth of evening schools scarcely have been sufficient to warrant extensive special training programs for either administrative directors or supervisors. Experience has been the chief teacher in the past.

The literature of evening education has been meager. These schools have been a sort of side issue too often, instead of a major activity. This condition is reflected in the available literature which might aid future efforts to establish and conduct evening schools.

The work of local supervision in the past has been only that which the evening school administrators have found time to do after their major work was accomplished. Very often such efforts have been of the hit-or-miss variety rather than progressive developments. More time will be given to effective supervision as these schools progress.

Supervision is handicapped considerably by the hours

during which evening schools must be in session. It is difficult to arrange group meetings, not considering entire faculties. This applies particularly to efforts in organized training in service.

The results of supervision, except as they find permanent form in courses of study, are negated or lost to a degree which corresponds with the annual change in the personnel of the school faculties. With organizations placed upon a sounder and more permanent basis, such loss should be lessened materially. The necessity for experimentation with subjects should lessen also. Life certification of teachers by States in vocational subjects will also act to lessen the turnover in teachers. At the present time there is much room for improvement.

Because day teachers have been employed in evening schools to teach subjects with which they are familiar, there has been a tendency to think that supervision for them is unnecessary. This erroneous idea has been pointed out previously.

Supervision in State Subsidized Subjects

State supervision of subjects aided or subsidized is to be expected. Where the subsidy is wholly from the State, it is frequently in the elementary school field. State supervision usually emphasizes teachers' qualifications and physical matters. The annual inspection of a class, if there is one, can only result in more or less cursory supervision of methods, class organization and conduct, subject-matter and the like. However, all possible benefit should be reaped from the criticisms and suggestions of these State officials.

Supervision of Subsidized Vocational Education

Generally aid for vocational classes is combined State and federal reimbursement for teachers' salaries, as was explained in Chapter XII. As was just noted concerning State aid, partial reimbursement for teachers' salaries depends upon approval of classes and teachers. This involves inspection by a State supervisor for the subjects subsidized. Established standards must be recognized and achieved. Supervision is usually combined with inspection. State supervisors pass along the results of good work they have observed elsewhere. They frequently make suggestions for improvement in the teaching, but they are careful not to overstep the bounds of State and federal authority in local affairs connected with the school system.

State supervisors' constructive criticisms of industrial, agricultural and home-making classes coming under the provisions of the federal vocational education law constitute one form of supervision. As specialists in their respective fields they are in a position to offer many helpful suggestions which, if followed, usually lead to improvement of instruction.

In addition to the visits of inspection and help, State supervisors sometimes send out periodic letters and mimeographed aids. These center attention on the most important phases of vocational instruction in the various fields and upon the most pressing needs.

Itinerant teacher-trainers may be the State supervisors, or specialists who work under their jurisdiction. Arrangements for their services, if such are available, are

made through the offices of the State supervisors. The instruction offered usually centers around methods, organization of subject-matter and class organization and conduct. Definitely mapped programs leading to certification are sometimes inaugurated. At times local needs as expressed by local officials or teachers are stressed. Such teacher-training may take place just previous to the opening of school, during the term or immediately after the end of the term. It constitutes a commendable, organized attempt to raise the status of teachers in service.

Importance of Local Officials as Supervisors

At the beginning of this chapter there were brief discussions of the importance of supervision, time devoted to supervision by local directing officials, particular needs for evening school supervision, local evening school supervisors and supervisory activities. With these discussions in mind, the importance of the local school officials as supervisors should be apparent. Such local supervisors know the most pressing needs of individual teachers and departmental groups. They are more closely in touch with local educational needs than others can be. They are in a position to assist in the selection of subject-matter and its organization better than outsiders, in other than regular day-school subjects.

The difficulties involved in assembling evening teachers for consultation and study have been touched upon briefly. Meetings of this kind on school nights are a burden and cannot be lengthy. Supervisors can do little more than touch the high points of a problem. Meetings

on other than school nights may be quite impossible for both supervisors and teachers. What time is available is usually spread out, and is available on such occasions that the local supervisor frequently can take better advantage of it than an outsider. These occasions are chiefly before and after school.

The Federal Board for Vocational Education, which administers the national vocational education law, has ruled that a portion of funds devoted to teacher-training in a State may be used to reimburse local supervisors for work performed in teacher-training in service. This is a well-defined recognition of the importance of local efforts in supervision of vocational subjects, including those in evening schools.

In Chapter V, "The Preliminary Teachers' Meeting," considerable space was devoted to a detailed outline and discussion of teacher-training by the local official or officials on the occasion of the first teachers' meeting just preceding the opening of school. This is an illustration of one place and one method of approaching the problem of supervision.

The direction of work on the organization of well-developed courses of study was discussed in Chapter X, "Courses of Study." Reference was made there to the desirable results which might be obtainable by using work on courses of study as a medium for teacher-training in service. The supervisor's work is to lead, help and suggest. To the teachers who are specialists in particular subjects should be left most of the detail work.

QUESTIONS AND PROBLEMS

1. Name and explain factors that operate in evening schools which make all supervision difficult.
2. What aspects of evening school teaching need to be brought to the attention of all the teachers?
3. Explain why many vocational teachers frequently need quite extensive supervision, including teacher-training in service.
4. Why should local evening school officials give increasingly greater amounts of their time and efforts to supervision as a local evening school system develops?
5. What supervisory activities may local supervisors undertake?
6. Explain why evening school supervision has not developed rapidly or to a great extent.
7. What contributions may State supervisors of subsidized or specially aided classes make, and what are the inherent weaknesses of the positions of such officials in this regard?
8. What factors inherent in the local supervisor's position makes his supervisory activities of special significance and worth?

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CHAPTER XV

ADMINISTRATIVE DUTIES

The purpose of this chapter is to review briefly the chief administrative duties which evening school officials are called upon to perform. The administrators may be both building principals and directors of evening schools if the system is large enough to require such an organization. In small cities the building principal and director may be the same individual.

Duties of supervision will not be touched upon because of their treatment in the previous chapter.

The assembling of short discussions of the chief duties of administration into this final chapter is designed to lay before the reader in brief space a picture of the composite whole of evening school administrators' work. The chief duties they are called upon to perform have been touched on or discussed in greater or less detail in the previous chapters. Specific references will not be made to such material. Only brief descriptions or discussions of these duties will be given.

Plans for Schools and Classes

Many duties are included in the making of plans for a year's work. Much of the success of evening school instruction depends upon the care and foresight used in

planning. Included in this work is the determination of what subjects to offer, the locating of classes in specific subjects in the geographically best buildings, the securing of the most adaptable rooms and equipment, the formulating of time schedules—hours, evenings, schools and lengths of courses—and the adjustment of plans for teachers to budget requirements. Preliminary plans for the following year's classes, teachers, schools, time schedules and costs should be made immediately following the close of a current term of school.

Selection and Employment of Teachers

It is desirable to make plans for the selection of teachers for particular classes early. Actual selection should accompany final plans in order that all possible teachers may be considered and the most promising ones employed. Inability to secure suitable teachers might cause a school official to defer offering a specific course until a qualified teacher is available.

Teachers in evening schools are drawn from three principal sources—day teachers, former teachers and occupational specialists. The development of strong courses, classes that are in constant demand, and the employment of instructors who teach in evening schools year after year are most desirable goals toward which to strive. The problem of teacher selection is greatly reduced by developments in the above directions. Only the best available teachers in a community should be employed, and their salaries should be commensurate with their ability and effectiveness. Low salaries for teachers is poor economy in evening schools.

Plans to Meet Requirements for Special Aid

Accompanying the making of plans for classes and employment of teachers there may be an additional problem if some of the classes are designed to meet State or State and federal requirements for special aid. Such classes may be in agriculture, trades and industries and home-making as provided for in the vocational education act. State aid for classes other than these may be available, and if reimbursement is to be asked for, the minimum requirements must be observed in making special plans for them. Teachers, subject-matter, time schedules, plant, equipment and pupils enrolled are common factors entering into this special problem.

Plans to Meet Requirements for Grade and High School Diplomas

If evening school organizations are large enough to permit pupils to study over a period of years and eventually to secure elementary grade and high school diplomas, an additional element is injected into planning. State and local requirements for graduation must be observed. Subjects must be selected which meet the requirements of pupils in any year and which at the same time will attract a sufficient enrolment to warrant the formation of classes.

Plans for Evening School Expansion

Special plans are necessary when evening school pupils begin to appear in numbers over a period of several suc-

cessive years. Two methods of procedure may be followed. One is to offer a greater variety of courses in the general field of such pupils' interests. This may be thought of as lateral expansion. Another way to provide additional instruction is to organize more advanced units in the same subjects. This is vertical expansion. Either method or both may be needed.

Outlining of New Courses of Study for New Classes

When new classes are to be offered, the preliminary outlining of courses of study usually rests with administrative officials. The extent to which such outlining is necessary depends upon the nature of the subject, the teacher, the available time of the administrator and his knowledge of the subject-matter of the class in question. The one in charge of administering the work should at least make a brief outline of the main divisions of the work. The teacher as a specialist should be able, possibly with assistance, to work out the details.

Timing Lengths of Classes

When courses of study are divided into short units, the determination of the amount of time to devote to each is very important. Ample time is necessary, but there should be no period of slack at the close. When several closely related subjects, as in home-making classes, are thus divided, the short units should be so timed that a pupil may move from one unit under one teacher to another unit under another if she so desires.

Short-unit courses cause more administrative work but

are of great psychological value to the pupils. Such division into units also permits the pupils to move about with the possible result of securing more exactly the instruction desired. Short units also have a tendency to make the teacher's instruction more specific, intense, definitely bounded and well organized. Short units are particularly adapted to vocational subjects.

Dovetailing Classes

When single-hour classes are organized in any building, one or more classes in the same general field should be provided for a second hour's work. Pupils generally do not desire to enroll for a single hour of instruction. They feel that the nights of evening school are broken for other purposes. At times considerable effort and also expense are involved in their attending evening school. Attention to this factor in planning classes for a building is essential.

Flexible Organization

The evening school organization needs to be flexible in several ways. If it is to be responsive to immediate and changing needs, classes may have to be added, changed or dropped. The organization of subject-matter of courses should be very largely on a nightly unit basis. This system of organization permits pupils to enter at any time after the course has started. In spite of all efforts to secure enrolments at the appointed time, many do enter late.

Planning instruction on a daily basis makes it possible for pupils to break into a class more readily and does

not disrupt the class as much as when the units of subject-matter are long. The physical organization for enrolling pupils and getting them into classes should likewise be simple and adjusted to meet the conditions of late entrance.

Advertising

After all details of planning have been completed and the evening school faculty has been employed, the next major activity in time sequence is advertising. It is to no purpose to hide the light of evening school offerings under a bushel of conservative silence or perfunctory announcements.

To a considerable extent, but particularly during the period of first promotion of evening schools, the public must be educated about evening adult education in addition to being informed of specific offerings. Various mediums are available for school advertising. Among the chief of these are: newspapers, printed circulars and leaflets, school papers, printed and art posters, addresses, mimeographed letters, street-car cards and moving pictures.

Advertising should always be of high quality. Specific information and instructions should be given. All that is possible should be done to make advertising interesting, attractive and catchy. Advertising costs money, time and effort. It is worthy of the best thought that can be given to it. It should represent that which it advertises just as truly as other advertisements do. Anything less than an adequate and truly comprehensive advertising program is unworthy of the evening school.

Enrolment

Upon evening school administrators falls the work of planning the enrolment, devising a system of blanks which meet specific local needs and conducting the enrolment. Common practices in enrolling are two in number. Sometimes enrolments are made previous to the opening of classes and at other times on the first evening of school. Both methods have specific advantages and disadvantages. Each may possess greater value than the other under certain conditions. Circumstances associated with types of pupils enrolled, types of classes and longevity of establishment of classes or schools are contributing factors in determining which method to use.

When enrolment is made for subsidized classes, the State or federal requirements regarding pupils need to be observed when enrolments are taken.

Fees

A system of recording enrolment fees must be provided if such fees are collected. A safe depository for them is necessary. A system for recording attendance accurately must be inaugurated if the return of enrolment fees is dependent upon the percentage of attendance. A plan must be devised also for quick and accurate calculation of percentages of attendance and return of enrolment fees to those who have earned their return.

An accurate and adequate system for collecting material fees and book deposits, if there are such, must likewise be placed in operation. A system of records which accounts for the amounts of money collected as special

fees and how and for what purposes they were disbursed is essential to sound school administration. Material fees may be collected, at the time of enrolment, in lump sums by the teacher in the class, or in small amounts as pupils use materials. Such fees may be turned over to the board of education, expended by school officials or given to the teachers to expend as they see fit or under the direction of school officers. The type of class, character of materials used and method of securing them may influence which method of disbursing is the best one.

Requisitions

If equipment and supplies are to be ordered through the school-board offices, the evening school officials are responsible for the preparing of requisitions and the checking of articles received. If materials or books are sold singly to pupils for cash, rather than through fees which all members of a class pay, proper accounts of such must be kept.

Budget Records

All expenses incurred in evening schools which are chargeable to specific items in an evening school budget should be accurately recorded. School officials should be able to determine balances under each classification of expenditure at any time.

Class Adjustments

An important duty is that of making class and pupil adjustments. These occur chiefly at the time of enrol-

ment and immediately following. They are necessary, however, at other times also. Some classes may have to be reduced in size and other provisions may have to be made for those removed. Other classes may have such a small enrolment that they cannot be organized or must be dropped shortly. Pupils thus affected must likewise be provided for if this is at all possible.

Combining classes and possibly changing the content of the reorganized class may solve the problem on occasions when there is an overflow or when one or two classes not wholly dissimilar have small enrolments. A great difficulty in such procedure is to organize subject-matter which is interesting and of value to all.

The selection of pupils to be changed from one class to another because of excessive enrolment is about the most difficult work an administrator is called upon to do. It requires great tact, patience, kindness, and ability to reason with others. When done in the best possible way it frequently leaves a feeling of unfairness in the minds of those who are thus changed, especially if the change is not to a new section of the same class.

Pupil Records

Evening school officials are responsible for the organization and operation of an adequate system of records of evening school pupils. Chief among such records are the following: enrolment, attendance, fees, results of pupils' work, weekly or other periodic class reports from teachers, consolidated monthly or term reports of schools or the entire evening school organization, an annual report in which important data about pupils and classes

are included and a permanent record for each pupil on some form which is filed in the school.

In planning blanks to be used in recording data about pupils, classes and so on, the information asked for in State and federal reports should be studied and blanks formulated accordingly. The securing of other information relative to pupils and classes, desired for any of several purposes by local authorities, should also be made readily possible through careful planning of forms. In the development of small evening school organizations the system of forms frequently grows with the needs of the organization. This method of development is not bad, but future growth and needs should be anticipated to some extent. The experiences of larger and of more highly developed evening school systems may often be studied with profit.

Reports

Reports of evening school officials may be to any or all of three agencies—the local board of education, the State department of education and its subdivisions and the United States Bureau of Naturalization. If forms for recording data about classes have been planned with foresight and if records have been accurately kept on them, the compiling of data for reports is chiefly a routine matter. The making of such reports may require considerable time, however.

Checking School Property

The checking-out of school property of all kinds and the recording of its return require the organization of

some definite plan. This applies to equipment of all kinds, supplies and books. As the head of the evening school organization, the principal or director, as the case may be, is held more or less definitely responsible for all school property used. A definite record should be made of all property loaned and returned, irrespective of whether the borrower is a teacher or a pupil.

A definite procedure should be followed in cases of breakage or loss. Three methods are common. One is to have broken property repaired, replaced or paid for. Another is to require no replacement. A third is to charge "insurance" or "rent" for the use of property, or to require a deposit to cover possible breakage or loss.

Coöperation with Day-School Organization

An important duty of evening school administrators is that of coöperating with day-school officials and teachers. When buildings, rooms and equipment are used for evening instruction, a cause for friction may exist which usually can be prevented if a definite understanding is arrived at. Day-school officials and teachers use the property involved over greater periods of time than the corresponding evening school people. They have a rightful proprietary feeling toward their buildings, rooms and equipment. Often they are held to some accountability for them. If evening school officials can talk with those who use school property regularly each day, place before them their needs, and make reasonable efforts to reduce to a minimum inconveniences caused by evening school operation, any possible friction may be greatly reduced or eliminated. If evening school teachers are also day

teachers in the same building, it is desirable that they be assigned to their day-school rooms, shops or laboratories if such are not specifically needed by other teachers.

Coöperation is also required with day-school supervisors, textbook and reference book librarians, those in charge of school book-shops, and custodians, janitors and engineers. Sometimes the services of these school employees are necessary for varying periods of time. Sometimes their advice is needed, and at times their consent.

Keeping Order

Pupil discipline is almost negligible. Adult pupils with a serious purpose come to study and work. Those who would bother soon drop out when they discover they must work and coöperate with other members of their classes or be virtually ostracized.

If the prohibition of smoking in or about school buildings is a local or State regulation, this condition may be the chief and often only cause for speaking to pupils. When such reference to smoking is necessary, pupils usually respond to a kindly suggestion. Frequently they are either forgetful of such regulations or are unfamiliar with them.

The problem of boy hangers-on around school buildings at night is frequently the most disturbing one. The brightly lighted building attracts them. They are apt to play, be noisy and distract classes because of their presence in corridors and entrances, and at windows. Some can be reasoned with and sent on their way. Others may have to be threatened. The calling of the local police

should be the last resort. This should be done, however, if those in charge of the building do not have sufficient time to cope with the situation or if it gets beyond control.

Collection of Records

Evening school officials must check the delivery or collection of periodic reports of classes. They must make cumulative records for the entire system or supervise their compilation. They must make periodic and final reports to the superintendent and board of education based upon the records of classes. They must supervise the making and filing of permanent records of each pupil's work in each subject.

Observation of Individual Class Attendance

An important duty of principals or directors is to watch the attendance of classes. Initial enrolment, subsequent additions, drop-outs, average attendance and percentage attendance are important factors to observe in judging the holding power of the instruction of any class under normal conditions. Observations of attendance may lead to division of large classes, or the ending or consolidation of those which have dropped low in average attendance. It may also lead to closer inspection and supervision, and help to assist in locating and remedying instructional difficulties if this is possible.

Coöperation with Bureau of Naturalization

The Federal Bureau of Naturalization through its district offices will upon application send lists of names of

aliens in the local community and possibly in outlying districts. These lists are of value if Americanization classes are to be offered. School officials also should arrange for examination of pupils who have completed citizenship courses and expect to apply for full citizenship. Federal examiners conduct these examinations and issue certificates to the successful candidates. These certificates are of value when the candidates appear in court for final examination and the granting of citizenship.

Pay-Rolls

Beside supervising the making and collecting of various class, school and system records, the evening school officials must assume responsibility for making the pay-rolls. They should be carefully checked, and whatever data are needed for budget purposes should be collected.

Substitute Teachers

The securing of substitutes is another duty of the administrators of evening schools. A list of possible substitute teachers should be kept if the system is large. Adequate notification of the need for substitutes should be insisted upon. The suggestions and recommendations of regular evening teachers may be of great value in securing some substitutes. This is especially true of teachers of vocational and other special subjects.

Exhibits

The displaying of work done by pupils may be made an incentive to greater effort by others. Such showings

are of interest both to pupils and the public. They center attention upon the work of evening schools, and are a valuable publicity device. Exhibits may be placed in school display cases and windows, retail store windows and at fairs. The assembling of exhibits requires considerable time and effort. The coöperation and help of teachers should be secured. They are usually willing and competent to do much of the work if plans are outlined for them.

The work of classes in vocational subjects, such as trade, agriculture, commerce and home-making, lends itself quite readily to displays. The physical evidences of work in many academic classes are usually not so adaptable to exhibition. Efforts should be made to provide some methods by which one or more phases of the work of academic classes may also be exhibited.

Certificates and Diplomas

When pupils complete an elementary grade or high school curriculum, diplomas must be prepared. This duty is one for the evening school administrator. Other certificates showing subject, attendance records and grade of work accomplished are desired by many pupils at the close of one or more unit classes. They are desired in vocational classes particularly, as evidence of training. Many pupils in elementary school classes also desire them. They are readily made out in coöperation with teachers.

Physical Conditions of Buildings

Arrangements for additional janitorial and boiler room service must be made before evening schools open. Full-

time employees may be secured for this extra service or additional men may be employed. The hours of work, duties and method of payment are the chief factors which must be arranged for and understood.

School officials are responsible for emphasizing to teachers the importance of light, heat, ventilation and cleanliness. Teachers should be constantly alert to detect bad conditions and right them if they can, or else report them. Physical conditions are in some instances a more acute problem with large groups of adults than with pupils of day-school age.

Vocational and Educational Guidance

Guidance service is one of the most vital problems and duties of evening school officials. Guidance frequently must be both educational and vocational. The evening school may have a highly differentiated and departmentalized curriculum. To a considerable number of pupils the offerings under such conditions are confusing. Patient explanation and guidance are then needed.

The results of guidance service are evidenced in fewer requests for changes in registration, fewer drop-outs and fewer class adjustments. The chances of pupils' getting into the classes they desire or which will be of greatest benefit to them are greatly increased. For pupils and entire classes it is possible to get instruction under way more quickly and efficiently because of homogeneous grouping based on needs, desires, past experiences and past education.

An adequate program of educational and vocational guidance, developed from particularized methods and

procedure, is one of the outstanding needs at the present time. When it is developed, evening school instruction will be more generally effective because a very simple condition will obtain. Pupils will determine upon or be assisted in arriving at an educational or vocational goal before expending effort. All educational work can then be made to contribute to the goal set.

Direction of Assistants

The direction of those who assist in administrative work is an important phase of school officials' duties. In business contacts and in planning, organizing and directing the work in classes and schools, considerable detail work is required of administrators. Among the chief helpers are those who assist with enrolling, stenographers, librarians, store-room clerks and janitors, and at times assistant directors and supervisors. In the work these people do there is much that can be entrusted to them if they are at all efficient, properly taught and assured of the administrator's confidence and appreciation of effective services. In the ability of officials to get their assistants to feel that they are working with their chief rather than under him, and that they are important cogs in the administrative wheel, lies the crux of coöperative enterprise. This is just as true with an official's administrative helpers as it is with his teachers.

PROBLEM

1. Make an outline in which the chief administrative duties of evening school officials (either principals or directors

or both) are classified under a number of group headings. Do not include supervision. Make the outline in considerable detail. Use the text if you desire.

REFERENCES

- Bulletins of the Federal Board for Vocational Education (Washington, D. C.), listed under References at the close of Chapter XII.
- Cubberley, Ellwood P., *Public School Administration* (Houghton Mifflin Company, New York).
- Friese, John F., *Exploring the Manual Arts* (The Century Co., New York).
- Parker, Laurence, *Organization and Instruction of Evening Classes*, Series III, State Teachers College (Pittsburg, Kansas).
- Smith, Homer J., *Industrial Education* (Administration and Supervision) (The Century Co., New York).

APPENDIX

APPENDIX A

EXTRACTS FROM COMMITTEE REPORT ON ADULT EDUCATION, AMERICAN VOCATIONAL ASSOCIATION

The excerpts which constitute Appendix A are extracted from *Adult Education*. This is a 68-page report of the Sub-committee to the Committee on Adult Education of the American Vocational Association at its annual convention in Los Angeles, California, December, 1927. Permission graciously has been given to the author by Dr. Charles A. Prosser, Chairman of the Sub-Committee, and a member of the General Committee on Adult Education, to reprint any or all of this report.

INTRODUCTION

"In February, 1927, the American Vocational Association adopted at its Louisville meeting a resolution creating a Committee on Adult Education and instructed that Committee to make a report at the next annual convention. Pursuant to this action, the President of the Association appointed a committee of five members—Miss Anna E. Richardson, chairman, Mrs. Mary Schenk Woolman, Dr. R. L. Cooley, Dr. R. J. Leonard and C. A. Prosser. Subsequently, by action of the chairman, a Special Sub-committee was created to make a report with recommendations to the Major Committee, regarding the principles and policies which should be considered in promoting and operating programs of adult education. Five persons have served on this Sub-committee and assisted in the preparation

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of this Report—Mrs. Eva White, Miss Elizabeth Fish, Mr. James McKinney, Mr. C. R. Allen and the chairman, C. A. Prosser.

Why the Report?

"It is the understanding of your Sub-committee that these were the main considerations which led the Association to make this inquiry:

1. We are in the midst of a tremendous revival of interest in educational service to adults.
2. There is a growing recognition of its vital social importance.
3. Measured from the standpoint of members, the task is a stupendous one which affects, potentially, the well-being of at least eighty million people.
4. From the standpoint of the infinite variety of persons to be served and the infinite variety of their interests and needs, the task seems to be an almost appallingly varied, confused, and difficult one.
5. For very special reasons, the members of the A. V. A. are or should be deeply concerned with the matter and give it special attention.
6. For other special reasons, equally urgent, that attention should be given now.

What Kind of Report

"It is the further understanding of the Sub-committee that those primarily responsible for the resolution creating the Committee held these views and hopes:

"Interest of the Association not academic but social and professional. 1. As educators engaged in vocational training, we have already assumed the grave responsibility for at least this form of educational service to millions of American citizens.

2. Our interest in adult education, therefore, is not an academic, but a professional one.

3. We are not, at this time, concerned with the past history of adult education, unless, briefly told and interpreted, it furnishes a lamp by which to guide our feet for the future; and we have seen no evidence that it does.

4. We are not, at this time, concerned with elaborate statistical studies or with information of any kind, unless its interpretation aids us in the solution of the responsibilities we face, or should face, for the education of citizens.

* * *

Scope of the Report

"The Sub-committee further understands that the report is expected to consider all educational service to adults and not vocational education alone, which is only one special form of that service. At once the question arises: Why should the A. V. A. give any attention to adult education outside the field of vocational education? These reasons were given by those responsible for the resolution:

1. Vocational education is to-day the nucleus of organized education for adults. 1. Those engaged in vocational education of any kind through schools are, therefore, vitally concerned with the field in which to-day they are responsible for at least nine of every ten persons served.

2. The A. V. A. is a national organization engaged in the effort to provide educational service for ordinary men and women—for the great mass of the citizens of this country.

3. Vocational educators constitute the group most intimately acquainted with the problems which are involved in providing education for the great mass of mature people.

4. They are a group experienced in dealing, on a large scale, with education of less than college grade for adults.

5. They have developed means of reaching and serving some of the vocational needs of at least one-half million employed persons.

6. Vocational education is, to-day, the nucleus—the core—of adult interest in educational service by the schools.

* * *

"Vocational educators should be the spokesmen for the ordinary citizen. 1. They have, in the promotion of their cause, already made themselves the special champions of the educational interests and needs of employed citizens. This is their outstanding characteristic in every community where such educators serve.

2. The vocational educator has also become the interpreter of the interests and needs of such citizens and by making their vocational wants articulate has, in many communities, become the representative of the group.

3. Usually, he is the only educator in the community specially concerned with the education of adults and as such becomes the **educational engineer** responsible for this service.

4. Vocational educators cannot drop this responsibility at the door of the vocational class.

"The Association and its members have a duty and an opportunity. There is a great gap to-day between the total kinds of educational service needed by adults and that which is now offered or planned; between the number of adults who need and want educational service and the number for whom service is offered or planned; between the number of different groups that should be helped and the number of groups for whom help is offered or planned. Somebody must assume responsibility for these gaps.

"No other national organization is doing this and the A. V. A., because of its personnel, is well equipped for this task. If history repeats itself, we may expect to see, in the rapid development of adult education, the provision of educational service for certain groups and the neglect of others, particularly of wage-earners. To contend for the right of these neglected groups to whatever educational help of any kind they may need, is not only the almost inborn or acquired habit of the vocational educator, but his professional duty and privilege.

"This report, therefore, is not confined to vocational education. It deals with educational service to citizens of which training for employment is only one form. Ninety per cent of the adults who take instruction of any kind through schools have a vocational objective or aim as against ten per cent who do so because of all other objectives.

"These figures are based upon an analysis of correspondence school students made by one concern which showed that, roughly, not less than ninety per cent of them had vocational objectives; three per cent enrolled for family reasons, such as the desire to keep up with the school work of their children; three per cent who took the work had distinctly cultural objectives such as 'wanting a high school education'; while the remaining four per cent represented a sort of straddle—a group who sought the help of the school because they felt that 'education is power,' economically, socially, or both.

"A democratic program will provide for all forms of education and for free choice by citizens. Most of the education, however, that people get through other agencies than the school and the job is not vocational. Every citizen has, as already stated, other interests and needs. He should have a chance to satisfy these as well as be equipped to earn a living and win promotion. This Committee believes that all adults should have the right to choose what they want in education as their way out to efficiency and to happiness—that this applies with equal force to cultural education, civic education, health education, family education, and every other form of desirable educational service just as much as it does to what is commonly called vocational education. Probably most organized adult education will always be vocational because this kind of education is that for which most adults feel the greatest need, but all avenues should be open.

"We do not undertake to say that one form of education is better than another. What we do undertake to say is that any democratic program of adult education will provide for all forms of service and that whatever is given to any individual or group should be the free choice of those served.

Not a Complete or Final Report

"It is the further understanding of your Sub-committee that the intent of the resolution passed by the Association was to obtain, at this time, not a complete and final report but an introductory or preliminary report which might pave the way for further study of the subject by proposing issues and outlining the problem. For many reasons, that need not be recited here, the report must also be more illustrative than final and complete, of every matter treated. We believe that a report will best meet the present condition which does these things:

1. Proposes briefly the fundamental principles and policies which should be followed in any democratic program of adult education—a creed, if you will, for the movement.
2. Pictures briefly the present situation—its high lights and shadows.
3. Outlines briefly the problems to be solved and the conditions to be met.
4. Describes briefly the issues involved.
5. Suggests and illustrates briefly policies and methods for solving them.
6. Blazes the trail briefly for vocational educators.
7. Recommends briefly the next step of the Association.

"Parts of the report. The aim of the Sub-committee has been to prepare, for the consideration of the Committee a report based squarely on all the foregoing conditions under these main headings:

- I. The Present Situation in Adult Education.
- II. Some Fundamental Principles.
- III. Conditions and Difficulties to Be Met.
- IV. Agencies, Methods and Devices.
- V. Recommendations—a summary.

ELIZABETH FISH,
MRS. EVA WHITE,
C. R. ALLEN,
JAMES MCKINNEY,
C. A. PROSSER, Chairman.

PART I**THE PRESENT SITUATION****SECTION 1****Some Explanations**

"What is adult education? 1. At the very outset of this report, the Sub-committee realizes that some of the terms employed need to be explained in order that the reader may not be confused.

2. Your committee uses the term *adult education* in its widest sense.

3. What we are talking about is any experience which affects the abilities or attitudes of human beings.

4. That experience may be first-hand, as when a person gains a knowledge of some country by visiting it, or learns to draw by drawing, or thinks his way through some idea he adopts.

5. It may be second-hand, as when one acquires information from others by reading or picks up an idea from somebody.

6. The test is whether what has happened has affected him in some way.

7. Education is anything that makes you different because you know more, or can do more, or think differently, or have a changed attitude.

8. This is what adult education is rapidly doing for the citizens of this country.

9. It is making them different and, on the whole, for the better.

* * *

"A partial list of organized agencies follows, which, in one way or another, are educating—are changing the adult citizens of this country: residence schools, home study correspondence

schools, extension courses, churches, fraternal orders, libraries, art galleries, museums of natural history, theaters, movies, the radio, reading circles, literary clubs, social settlements, book publishers, newspapers and magazines, lecture courses, open forums, and political parties. An analysis of such organized agencies is given at a later point in this report.

"Teaching versus instruction. 1. In this report a distinction is made between these two terms:

2. Instruction occurs, for example, whenever a person is furnished with information about things or directions about things.

3. Generally speaking, a person who lectures in a classroom instructs his students by giving them information so that they 'know' more than before. This same kind of service is rendered to a degree by an encyclopedia or dictionary.

4. Generally speaking, also, a person who tells (directs) others what to do or how to do things is also instructing. An officer who gives orders to his men is instructing and so is an instructor in home economics when she gives her class directions for cooking a particular dish. This is also true to an extent regarding a manual for soldiers or a cook-book.

5. Teaching, as we use the word, occurs whenever the learner gets a new insight into a matter—a better interpretation—a greater understanding—a different point of view—a changed attitude—in short, 'a different slant on things.' A man who disseminates facts may be an instructor, but getting people to think is teaching.

6. As instructors, Socrates and Jesus must be rated as failures, for they added but little if anything to the stock of information possessed by their followers. But they are recognized as the two great master teachers of the ages—one because he stimulated the thinking of men and the other because he won the hearts and minds of men to a religious faith and a code of living.

7. Broadly, there are two ways of teaching people—two ways to give them 'a different slant on things.' In the one

case, the main appeal is to their reason; in the other, to their emotions. Socrates used the first method, and Jesus the second.

8. A political leader who is also a statesman teaches when the force of his argument wins the people to his cause. So does any leader in any movement who appeals to the judgment instead of the prejudices and passions of men.

9. A great play, on the other hand, which teaches us some great lesson that changes our attitude toward life or toward men, makes its chief appeal to our emotions. This is true also of a great book or a great 'movie' or a great oration.

10. As an agency in adult education, the schools as we know them rank high as dispensers, in an organized way, of information and direction.

11. Those who serve in these schools, however, teach only when they help their students to understand and interpret knowledge and life.

12. Whatever may be the possibilities of the school as a teacher of men, there can be no doubt but what there are other agencies such as the theater, the 'movie,' the public platform and the book which can *teach* some things better than the schools. Since adults do not live by bread alone (information) the movement for their education should be at least as vitally concerned with the use of teaching agencies and devices as with the use of instructing agencies and devices.

SECTION 2

Why Adult Education?

"For reasons discussed at a later point, this country has, so far as public support is concerned, given but very little attention to the need for adult education. There is one very conspicuous exception to this statement and that is the extension service in agriculture, industry, and home economics which is maintained by public funds and which, during the last two decades, has made such rapid and promising progress. Generally speaking, we have pinned our faith to the education of

juveniles as our means of social salvation. It may be well, therefore, to set down here the case for the further or extension education (service) of citizens after they have left the regular schools and taken up in a serious way the responsibilities of life in this country.

"The social and political principles on which that case rests were set forth in Part I of this report and need not be repeated here. It remains to picture briefly the need for the service.

"A rapidly changing world forces the American citizen, more than any other human being, to face the constantly changing problems and difficulties of an almost kaleidoscopic environment. Even the individual himself is in a ceaseless process of change in his employment, his attitudes and ambitions, his social contacts, his interest and opportunities.

"A slowly changing, almost stationary citizen in his equipment must meet changing demands and rising standards of performance for every phase of the social job.

"The 'ever receding goal,' to use President Eliot's apt phrase, constantly widens the gap between what this country needs and expects from this citizenship, and the ability of the citizen to meet these expectations.

"The inadequate equipment of the typical citizen. The majority of the citizens of this country have these characteristics:

1. They left school on or before becoming 16 years of age.
2. They completed not more than 8 years of elementary schooling.
3. Millions lack this minimum.
4. Most of them learned how to read, write, and figure; some geography; a little history; and possibly a few things about nature and the like.
5. Since leaving school, all the 'education' most of them have received has been gained through the experiences of life. These are very vivid, very educative, but unorganized and therefore uncertain and inadequate to meet the situation.

"Life plus. The case for adult education rests upon the need for this plus—helping the citizen to get what he needs, which he cannot get surely and efficiently through the chance circumstances of life.

"The problem of the democracy. Democracy needs more help from every man and most citizens need more educational service from the democracy.

SECTION 3

A Picture of Present Conditions

"The size of the problem. 1. Roughly, there are some 80,000,000 people in the United States, over 21 years of age.

2. At least 40,000,000 of these could be educated further in some organized way.

3. Not less than 10,000,000 citizens are getting some kind of 'education' in some one or more of many different ways.

4. They are getting it through a wide variety of agencies of which the school is only one.

5. What many of them are getting is unsatisfactory and the way they get it is equally so.

6. At least one-tenth of our adult population are deliberately trying, by study or by earnest reading or by carefully planned travel or by some other means, to improve themselves.

"Two different theories as to what adults want or should want. 1. One is that education is only what is related to scholasticism, mysticism, or religion.

2. The other is that education is anything that 'helps a fellow get along better' or 'get more out of life.' The Sub-committee has based this report on this latter conception.

"What help adults want from 'education.' 1. What the mass of citizens want is help in doing things they want to do connected with their daily life:

2. Help in understanding better interesting things around them.

3. Help in understanding and performing, in a better way, their duties and responsibilities.
4. Help in keeping themselves and their loved ones physically fit and competent.
5. Help which will enable them to share more intelligently in the common life.
6. Help in making the most of themselves.
7. Help in getting, by wholesome means, more enjoyment out of life.

"What some adults are now getting from the present educational service. 1. So wide are their interests that it is difficult to picture them with ordinary phrases.

2. A growing number are receiving help in the doing of things, which we call 'vocational help.'
3. As a whole, citizens are getting some information about almost every conceivable subject.
4. Some of them are using this information to think about things—about their health, their religious life, their duties and responsibilities, their family problems, the World Court, the city charter, the latest discoveries in various fields of science, the latest achievements in aviation, the latest inventions in mechanical devices, the Mississippi flood problem, current political issues, the latest novel which has a message and tells it well—all these and a thousand other subjects are the kind about which thousands of citizens are reading and thinking and talking.

5. Many adults are concerned only with the question of somehow picking out something to read that will prove interesting, understandable, and profitable.
6. Some are attending evening classes and a greater number are receiving instruction by mail.
7. A still greater number are more or less earnest readers of newspapers and periodicals and books.
8. The scope of what all these people are interested in learning coincides with the full range of human interests.
9. There is no demand which the democracy makes on its

citizens which is not represented to some extent in the reading and study of this vast army of adults.

"An evaluation of the present service to some adults.
1. All of those served in any way are getting a great deal of information and some of them are doing a considerable amount of thinking.

2. Not all the facts they are learning are important or valuable for life.

3. They are absorbing other people's ideas, which is, of course, infinitely better than to have no ideas at all.

4. Intelligence, however, is best developed when men get the facts and think independently (for themselves).

5. At its worst, however, what any of these millions of adults are getting is also infinitely better than no reading and no study.

6. Therefore, it is priceless from the social standpoint and should be stimulated and increased in every possible way.

7. Education, however acquired—from the school, reading, the theater, the 'movie,' the radio, travel or by any other means, is something that makes you different.

8. This is what adult education in the wide use of the term is already doing for millions of the citizens of this country—it is making them different, and on the whole, very much better citizens.

"Comparative public and private support. It is, of course, impossible to give any accurate figures here. If we consider as private support, however, both the contributions of private philanthropy and all the money which the citizens of this country pay for organized educational service of every kind, it is probably safe to make these statements. As a liberal estimate, less than 5% of the total cost of that service is met by public funds and more than 95%, therefore, by private support, while something in excess of 90% of the total is borne by citizens themselves. The outstanding characteristic of adult education in America is that, with the exception of university extension courses, agricultural extension work, and evening

classes under the National Vocational Education Act, adult education is, generally speaking, a personal and not a public matter.

"What we are doing in the typical American community. What follows is, of course, not true of all communities. A considerable number of our cities have taken most commendable steps in the development of educational service for adults. A few cities have extensive programs already in operation. Here, however, we are describing the customary situation—conditions common to—typical of—most communities:

1. These communities are spending virtually all the money on those remaining in school and ignoring the fact that the majority of our youth of high school age are at work.
2. They ignore the fact that these working youth have, on the average, only a common-school education: and assume, apparently, that this education constitutes a complete equipment for life.
3. They ignore the fact that a corresponding proportion of the adult population has only the same school equipment, and assume that this equipment is adequate for life.
4. They ignore the fact that community, state, and nation are constantly making demands on these citizens which such citizens are not prepared to meet and which they need help to meet efficiently.
5. They ignore the fact that these demands are constantly changing, and assume that the standards for the performance of the social job—of citizenship in all its aspects—remain the same in character and at the same level.
6. They assume, apparently, that although we live in a democratic society, the intelligence of the ordinary man is of little consequence; and, by this assumption, they follow, instead of the Jeffersonian idea, the Hamiltonian idea that 'the superior groups' do all the thinking, decide all matters, and control the community.
7. They are making demands, through the rising standards of a changing world and through public opinion, upon the

great mass of citizens which these are unable to meet without help: and are failing to give this help.

8. They are spending most of the public money on education for the group most able to pay for it; and neglecting the great body of those least able to pay for it.

9. They are trusting to Providence for the results of all the foregoing policies.

10. See also the further discussion of this matter under 'The Need for Local Responsibility and Support' (Part II, Section 5).

SECTION 4

Some Additional Considerations

"The relative value of adult vs. juvenile education. 1. In Part III the characteristics as learners of adults and juveniles are compared and contrasted.

2. If the analysis there given is sound, it shows that adults are more capable of further education, which requires experience and reasoning at least, than juveniles of corresponding ability.

3. As a proof of this, recent investigation shows that most men do their best mental work when they are about fifty years of age.

4. We have centered our attention upon the training of youth because they are young and plastic and controllable, and it is right and necessary that we should do this—but it should not lead us to neglect educational service for adults.

5. There are still legal barriers in some of the states which prevent the use of public money for the general education of those who are over 21 years of age or married, unless they be illiterate or aliens.

6. Aside from the injustice of this policy, it is foolishly unwise.

7. The greatest immediate return to the State comes through the efficiency of our adult education.

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8. Adult education has desirable immediate values, while juvenile education has most desirable but deferred values.

9. If the present situation shows anything, it shows that this country needs, at the present time, widespread intelligence on the part of adults to meet its current problems as much or almost as much as it needs the education of children for the future demands of citizenship.

10. Because the home is, or should be, such a vital factor in the training of children, educational service to adults would in the end greatly improve the efficiency of the team-play between teachers and parents in juvenile education.

* * *

PART II

FUNDAMENTAL PRINCIPLES

"What one says or does about adult education will depend on his social, political, and educational points of view. The conclusions and recommendations of the Sub-committee are founded on those that follow:

SECTION 1

Social and Political Principles

1. Equality of opportunity. There can never be equality of ability among men nor, therefore, equality of condition in any system of free competition, but a democracy is founded on the idea of promoting for all its people equality of opportunity. So far as education is concerned, this has not, as yet, been provided for the mass of citizens of this country.

2. The real business of democracy. Democracies arose for one purpose only—the improvement of their citizens in every way. This is their business. A democratic system of adult education will not only be 'good business,' but the redemption of a solemn obligation.

3. Democracy an experiment. While it may be trite to say it, democracy is still very much of an experiment—very much on trial. Not even our own democracy has any special dispensation from Providence. It must save itself every day. Not even the most capable leadership will save it without intelligent followership able to choose wise leaders. Decide between the proposals of leaders, and carry out what they have planned.

4. Widespread intelligence our bulwark. The safety, progress, and conservation of this country depend upon the intelligence of all its people—upon their ability to think straight and to do right. If we add together the intelligences of all individual citizens, we get what might be called our total national intelligence. If we divide this sum by our total population, we arrive at the average intelligence of our citizens—the intelligence of the typical citizen—a sort of national I. Q. When this is raised, we make progress; when this falls, we slip, and safety and progress are in danger. Increasing the intelligence of the mass of our citizens is, therefore, as necessary as the training of leaders—if not more so.

5. Importance of the common man. 'For good or ill, we have committed our destinies to the keeping of the average man. Often we grow restless at his blunders; we despair over his stupidity. It is easy to criticize him, for his faults are writ large in the chronicles of passing events; he has nothing to conceal. At best, he is more deserving of sympathy than of censure. For he lives in an age unlike any other in its desperate need of an understanding of the real meaning of life. Perhaps we may adapt to the average man and his problems, Bernard Shaw's somewhat irreverent remark as to the Deity and say, "Don't pity him. Help him."—John Mecklin.

6. The real resources of this country are not in its material wealth or its industrial achievements, but the developed and underdeveloped interests, aptitudes, intelligences, and morale of its people.

7. Every man counts. Whatever may be true of other forms of government, a democracy is founded and operated on the

theory that all men are equal in privilege; that every man has a voice; that every man counts; and that every man has some contribution to make. Consequently, the stability of, and the progress of, a democracy require that everybody be educated.

8. Mass intelligence vital. This is particularly true in those democracies where governments come from the people; where the source of all power is vested in the people; and where, therefore, all questions of every kind must finally be settled by the people. With mass intelligence, these decisions and actions will be wise; without it, we perish. To deny this, is to assert the Hamiltonian theory, and reject the Jeffersonian theory, of democracy.

9. Democracy sets up standards. In order to secure the minimum performance of the social job which is necessary to stability and progress, a democratic society sets up standards for the performance of that job in all its phases. This it does sometimes in law; sometimes in public opinion; and all the time, in the rewards and failures of life.

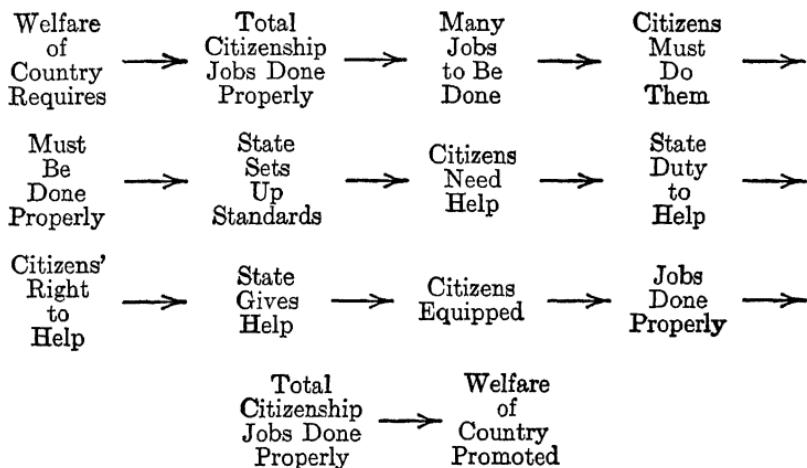
10. Demands create corresponding needs of the citizen. In order to promote stability and progress, therefore, the State sets up standards which are constantly rising. These standards are, in effect, a demand for the performance by the individual of the social job up to a certain and constantly rising level. This demand by the State creates a corresponding need, on the part of the citizen, for help in meeting these standards.

11. Needs create a corresponding duty of the democracy. This need of the individual creates a corresponding duty on the part of the State and the community to help him attain the required minimum or level of performance, no matter what the particular nature of his need may be, nor that of the service which he requires.

12. Duty of democracy creates a corresponding right of the citizen. The duty on the part of the State and of the community, in turn, creates a corresponding right, on the part of the citizen, to the help the State is obligated to give. If this right exists, then it is an equal right on the part of all citizens and can never be met by any system of adult education which is

limited to special groups, to special kinds of service, and to a comparatively few citizens.

13. Summary. Standards lead to demands on the citizen; demands lead to need for help; need of the citizen for help leads to the duty of the State to give service that will help. Service leads to the right of every citizen to help. Meeting this right by the State gives stability, progress, and conservation of our resources, to the country. All this may be illustrated by a diagram:



14. When education serves democracy. If these things be true, then education serves democracy in proportion as all the needs of all its citizens are met.

15. Citizens facing complex and rising demands. The adult citizens of the country are required to meet the constantly rising social, civic, economic, and personal demands which this democracy makes upon them and which are constantly increasing in number, in complexity, and in difficulty.

16. Demanding without helping. Not to give this educational help, on the one hand, and to expect social efficiency on the other, is to demand without helping—is to set up social requirements on citizens without aiding them in meeting these requirements, the gravest, perhaps, of all social injustices.

17. 'The pursuit of happiness.' Entirely aside from the social wisdom and the social justice of educational service for adults, every citizen has a further right to 'the pursuit of happiness,' guaranteed by the Constitution. Millions who left school for work at an early age are handicapped in the realization of themselves for lack of the educational service which would 'set their feet on the road to somewhere.'

SECTION 2

The Fight Between Two Creeds

"There are not wanting signs to indicate that adult education is certain to be another battle ground in the eternal fight between the reactionary and the progressive educator. What course the development of any program of educational service for the men and women of this country will take—whom it will serve and what it will provide—depends on which kind of educators win that fight. If the reactionaries win, that program will be limited to selected and superior groups and to 'superior knowledge.' If the liberals win, the program will be unrestricted as to those who are to be helped and as to the kind of help they are to be given. One would give us an aristocratic and the other a democratic service.

"A creed is nothing more than an expression of belief about some important matter by which a man shapes his attitudes, his social conduct, or his work. If we bring together the main or dominating beliefs of the reactionary and progressive groups of educators, we would have two declarations of opinion or faith which would read somewhat like what appears in the table below:

The creed of the reactionary

1. I believe that education is primarily for the benefit of a limited group of superior individuals.

The creed of the progressive

1. I believe that education is primarily for the social well-being of this democracy and not for individual benefit.

2. I believe that trained leadership is the life-saver of democracy.

3. I believe that the main purpose of education is to select and train scholars for leadership.

4. I believe that all the necessary resources of society should primarily be applied to the training of leaders.

5. I believe that education is primarily preparation for the enjoyment of life.

6. I believe that education is the possession of information and culture.

7. I believe that there is one form of education best adapted for all people who are worth educating.

8. I believe that those unable to meet satisfactory standards in this form of education should be allowed to go their way without prejudice.

9. I believe that the educator is responsible for the

2. I believe that a trained citizenry guided by trained and capable leaders is the life-saver of democracy.

3. I believe that the main purpose of education in a democracy is to prepare all its people for the duties and responsibilities of citizenship.

4. I believe that the ordinary man needs educational service as much as the 'superior man' and that he is just as much entitled to it.

5. I believe that education is primarily preparation for the duties of life, that it is life.

6. I believe that education is primarily training for thinking and doing (things) in some socially useful way.

7. I believe that there are many forms and kinds of education for training the interests and abilities of many different kinds of people—all of whom are worth educating.

8. I believe that every normal man can and should be educated so that he can work for himself and for society.

9. I believe that the educator is responsible both for

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efficient teaching of approved subjects but not for the results of his work so far as individuals are concerned.

10. I believe in conformity to the ideas of experienced educational leaders and in loyalty to time-honored educational institutions.

the individual and the social results of his work.

10. I believe that education must be constantly adapted to the changing demands of life and should, therefore, never be dominated by tradition nor by the mere voice of authority.

"The issues at stake in the fight between the supporters of these two creeds as to which shall be followed in the movement for adult education are, in the opinion of the Sub-committee, vital. Holding the convictions we do, your Committee believes that, unless the principles of the progressive educator are applied in the development of educational service for our citizens, that service will not be democratic and will, therefore, fail to serve, as it should and could serve, the real interests and ends of this democracy. The reasons for this declaration are set forth below:

What Happens to Any Program of Adult Education Whenever

The reactionary educator has his way

1. Primarily scholastic in its objectives.
2. Organization of service formal, rigid, tending to uniformity and to perpetuate traditional methods.
3. Service only for the 'superior group' of citizens.

The progressive educator has his way

1. Primarily social in its objectives.
2. Organization informal, flexible, and resourceful in adapting itself to the demands made upon it.
3. Service for all groups.

- 4. All groups having interests and needs not met by the standard service offered will be ignored or eliminated.
- 5. Emphasizes cultural subjects.
- 6. Choice of individual limited to a narrow range of subjects.
- 7. Dominated in its methods and procedures by the ideas of educational theorists which have been developed for children and not for adults.
- 8. Bases its courses and methods on the faculty psychology theory as to the way the mind is built and works —a theory repudiated by science.
- 9. Appeals chiefly to the use of the memory, in an effort to retain information and direction.
- 10. Relies on the lecture and the book as teaching devices.
- 11. Informs much, instructs somewhat and teaches but little.
- 4. Serves all interests and all needs.
- 5. Provides for all subjects civic, social and economic as well as 'cultural.'
- 6. Range of services limited only by the needs of citizens and the funds available.
- 7. Dominated by no preconceived ideas, but adapts its policies and methods to the characteristics of the groups served.
- 8. Bases its courses and methods on the habit of psychology.
- 9. Provides also, for those who want it, training in the ability to think about problems and to do things.
- 10. Utilizes all methods and all devices which are necessary and effective, such as project, case, and conference methods, and pictures, films, the radio, and dramatization.
- 11. Informs somewhat, instructs somewhat, and teaches much.

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|--|----------------------------|
| 12. Self-contained, it ignores
or fails to utilize the services
of other agencies. | 12. Utilizes all agencies. |
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"Your Sub-committee believes the following statements are sound regarding these two conflicting declarations of principles:

1. The reactionary creed is supported by many professional educators high in authority.
2. Apparently it is also still accepted by many of our citizens who have political power, since educators are in complete control of the educational systems of many American communities and many of our higher institutions of learning.
3. Since no man who believes in a creed will, in the long run, violate its teachings, it is certain that the principles of the reactionary creed will dominate and shape every program of educational service to adults in every community and every educational institution, controlled by those who accept or follow its principles.
4. Should educators and their supporters come to control any national movement for adult education, it is equally certain that exactly this same thing will result.
5. More dangerous than the avowed reactionary and his creed, expressed or implied, are those conservative educators who follow the above practices because of habit and tradition rather than because of a belief in any creed or philosophy. 'Most of them have just fallen into a hole that limits their vision.'
6. They are more dangerous than the avowed reactionary because they are so much more numerous.
 1. The creed of the progressive is also the creed of the vocational educator which has inspired and guided him in his fight for another great democratic movement in education.

2. The members of the A. V. A. constitute an outstanding group of liberals in education who will accept without debate this statement of the progressive's creed.
3. They have been accustomed to apply its principles to the vocational education of adults.
4. They have become the exponents of that creed in the field of vocational education as a whole and in adult education for wage-earning.
5. That creed appeals with peculiar force to all those who have, in the field of education or otherwise, assumed any stewardship for the welfare of the ordinary man.
6. The principles of that creed are being accepted and supported by a growing number of intelligent, public-spirited citizens.
7. Members of the A. V. A. need to make common cause with all such citizens in the fight for the application of the principles of progressive creed to the new movement for adult education.

* * *

"Citizens must finally decide between the two creeds."

1. The ideas of the reactionary educator prevent, in so many communities, the establishment of any service in vocational education whatever and, in many other communities, any adequate or effective service. These same ideas block the path of adult education and they always will as long as those who honestly but mistakenly accept and follow them are in control.
2. There can be no lasting compromise between the followers of the two creeds. 'It is a fight to the finish.'
3. While the number of progressive educators is growing, they are still very much in the minority and so are the thinking citizens who have given much attention to the real controversy between the two groups of schoolmen.
4. In the end, that controversy will have to be settled by the citizens of this democracy who must decide which one of the two creeds they believe and want carried out in the educational activities of this country, including practical education and adult education.

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5. This means that our cause of democratic education will get ahead only to the extent to which we are able to convince citizens of the justice and the wisdom of the creed we hold and of the value of the service we render. In other words, we must win the public to our cause as well as many educators.

* * *

SECTION 3

Educational Policies in a Democracy

* * *

"The educational service of this democracy should serve all levels of intelligence. 1. Mental abilities vary greatly as between individuals.

2. The problem of education in a democracy is to train every individual so that he can use his mental equipment in the most effective way possible for him, whatever may be his native ability.

3. Democracy needs the highest total and the highest average of intelligence among its citizens that it is possible to reach.

4. This cannot be gained by training the intelligence of a few nor can it be gained by regarding the lower grade of intelligence of the many as something not to be developed, but ignored and, in this sense, controlled. The very organization of the democratic state makes this absurd.

5. Education in a democracy, therefore, must recognize levels of intelligence and must so organize itself that it can deal effectively with all grades of ability. Until this is done, no democratic scheme of education has been achieved. We must quit teaching, as one prominent educator has remarked, 'an average individual who does not exist.'

* * *

"The movement for adult education must choose between the academic or directive theory, and the service theory of education.

1. There are two theories as to education which conflict in this country.

2. One is the aristo-directive-*table d'hôte* theory and the other is the service theory.

3. According to the first theory, those in charge of educational work have a responsibility and a corresponding authority to direct, induce, or even compel people to undertake what a certain group, usually the same group, believes is what they should take.

4. According to the second or service theory, we should find out what the real demand is and meet it solely on the basis of giving the customer what he wants.

5. One starts with a philosophy of life and the other with facts; one regards education largely as an accomplishment and the other regards it as a means of meeting social demands.

6. Your Sub-committee believes that the educational service of a democracy should be based primarily on the service theory.

7. Certainly there is no other way by which to secure a really socially effective scheme of adult education.

"The directive or aristo scheme will not work with adults because of the uncontrollable character of the group. 1. You cannot force them to take anything, short of compulsory legislation backed by the police force.

2. 'You can lead a horse to water, but you cannot make him drink.'

3. You cannot sell them anything, at least educational, which they do not want or do not really accept.

4. You cannot, generally speaking, sell them anything unless it is in some way connected with, or significant to, their aims, their ambitions—that is, unless they see something in it to their personal advantage.



SECTION 4

The Principle of Public Support

"The need for a public program. 1. There is a need for a public program of adult education operated at public expense.

2. Undoubtedly a tremendous demand exists for educational service of every kind to adults, which private agencies cannot meet adequately.

3. Whenever any public educational service for adults meets the real needs of people, it is liberally patronized.

4. Fear of the financial problems involved, once the policy of public educational service to adults is inaugurated, prevents the local authorities of many communities from beginning such a service.

5. In other communities, the hearty response of citizens to a limited or experimental service has, by frightening the authorities, halted the work or lead to its curtailment or abandonment.

"The place of the private institution. 1. We cannot rely on privately endowed institutions to provide this service, however valuable their efforts in this field.

2. As in all other fields of social work, the function of such institutions in the field of adult education is to serve as experimental stations. They can always experiment better than the publicly controlled institution because they are more free to act; but it requires the use of public funds to consummate (provide) any service on a large scale so that all citizens may be served.

3. We cannot rely on private schools operated for profit, timely and helpful as the work of many of them has been.

4. Many of them have also served as experiment stations; and have rendered, and will continue to render, valuable service where no other help has been available and to groups not otherwise to be reached. Those that are efficient in meeting

the real needs of citizens will always have their place in the movement—at least for many years to come.

* * *

"No balanced program without public support. 1. Nevertheless, the program for vocational education will remain unbalanced as long as those groups represent the only citizens or the only needs served, and as long as the program is so largely confined to vocational subjects.

2. The present program of adult education is unbalanced in these essential respects:

- a. As between public and private service.
- b. As between national, state, and local support—the latter being comparatively small.
- c. As between groups favored with service and groups denied service.
- d. As between those most able to pay and those least able to pay.
- e. As between vocational education and other forms of organized education.
- f. As between the expenditures for educational service to children and youth and adults.
- g. As between adult education operated for profit and publicly supported service.
- h. As between the numbers served and the numbers needing and wanting service.

SECTION 5

The Need for Local Responsibility and Support

"What local communities are now doing. 1. Many communities have absolved themselves from all responsibility for adult education.

2. They say to citizens: 'Get what you want from the State or from the university extension; if you cannot get it from

these agencies, pay for it yourself through correspondence schools (home study) or go somewhere else to get it; if none of these agencies give what you want, we are, of course, sorry, but you must make the best of it.'

3. Many communities operate a limited organized program of educational service to adults through evening schools which are confined to a few lines and a few groups and supported by a pitifully small budget.

4. Only a few communities operate any considerable public program of adult education. Probably none of these are fully adequate, but they are most commendable and constitute a prophecy and promise for the future.

* * *

"What the Sub-committee believes. 1. The Sub-committee believes that the program of adult education will continue to be unbalanced in all essential respects as long as this service is not a matter of local support, local responsibility, and local administration.

2. This does not in any way fail to recognize the value of extension service operated by the State and the necessity that it should be continued and enlarged.

3. Neither does it minimize the valuable service of private agencies of all kinds—local, state, and national.

4. The harvest is so large and the laborers are so few that there is abundant room and opportunity for every efficient service now being provided and for its enlargement. There is also 'glory enough to go around.'

"Reasons for this belief of the Sub-committee. 1. Your Sub-committee bases its belief on these reasons:

2. Any adequate balanced program will require local as well as other public and private support.

3. Local interest is necessary in order to secure widespread individual knowledge and interest.

4. Local participation of a responsible kind is necessary to develop local pride and interest.

5. If an efficient, democratic, and balanced program of adult education is to be made available for the citizens of a community, some of it must be provided through agencies, both public and private, outside the community but much of it must also be furnished by public and private agencies inside the community.

"Effective local organization and adult education. 1. Obviously, the community needs to organize and systematize these local services in order to utilize all local agencies, secure effective voluntary coöperation, avoid overlapping and duplication of effort, and prevent the waste of money.

2. It is just as necessary that the community should organize and systematize in some way the coöperation of all local agents with all agencies outside the community which are promoting educational service of any kind to its citizens.

3. All this would be very plain, if we had the picture of the confusion and chaos in almost every community in the field of adult education.

4. There is need in every community of some public central agency for the purposes described above.

5. Such an agency should also be directly responsible for all local services which are publicly supported.

6. It should also serve as a clearing-house for all the citizens of the community to which they may go with their educational interests, needs, and ambitions and receive the help which they require.

7. The person in charge of this agency should, in the finest sense of the term, be the Engineer for Adult Education with all the citizens of the community as his parish.

PART III

ANALYSIS OF CONDITIONS AND DIFFICULTIES

SECTION 1

The Demands on the Citizen

"If we assume that the primary purpose of education in a democracy is to assist—to equip the citizen for the better performance of the social job—for meeting the demands made upon him as a citizen—then there is no escape from the logic of the declaration that adult education should first of all serve this purpose. If this be granted, then it follows, at once, that any democratic program of educational service to adults should start with—should first of all find—the requirements which the citizen is expected to satisfy and that the program should be based on the findings of such an analysis. Your Subcommittee submits, as an illustration, this one.

A General Analysis of the Demands of This Democracy on All Normal Citizens

1. Citizens are required to meet many and varied demands for which they need help.
2. All citizens are expected to meet a reasonable standard in all the demands made on them. In this there is no discrimination.
3. All citizens face a constantly changing environment and constantly changing demands.
 - a. Occupations are constantly changing in their demands and opportunities.
 - b. New occupations are constantly arising, making new demands.

- c. Civic demands are constantly changing and new civic demands are constantly arising.
 - d. The interests and opportunities of citizens are constantly changing as they advance in life.
 - e. Most of the pressing demands of life fall upon adults.
4. Constantly changing conditions and standards require the continuous assistance of all citizens in meeting them.
5. The stratification of citizens is vertical and every avenue is open to every man.
6. All levels of intelligence (ability) play their part in all matters and, therefore, need help.
7. The State protects and stimulates the widest opportunity for the expression of individual differences in interest.
8. Economic efficiency requires the occupational training of all groups and individuals as needed.
9. Civic efficiency requires the civic training of all citizens.
10. The social efficiency of every citizen requires that he keep himself physically fit.
11. Citizens must solve the concrete problems of real life.
- a. Citizens must solve problems of our own country.
 - b. Citizens must solve very current problems.
 - c. Citizens must be able to get the important facts necessary to handle real problems.
 - d. Citizens must be able to think with facts so as to make intelligent decisions about real problems.
12. Democracy is least concerned with individual success and most concerned with economic and civic efficiency.
13. This country needs in every citizen a high sense of responsibility for service to others.
14. This country expects every man to improve himself—to realize the possibilities of his aptitudes, abilities, and talents.
15. This country wants, if it does not expect, every man to be happy—to get in any and every legitimate way the fullest satisfaction and fullest enjoyment from life.

SECTION 2

An Analysis of the Characteristics of Adults

"Adult education not the same as juvenile. In all our attempts to provide educational service for mature citizens, particularly through the schools, there is danger that we will try to use the policies and methods which we have been accustomed to employ with young people. Most of these will not work because the adult differs from children and youth in so many essential respects.

"Significant differences between adults and juveniles, to which many kinds of educational service for the former should be adapted, may be illustrated by the following:

1. The adult has greater maturity of experience.
2. Much more uncontrollable.
3. Adults working, but juveniles not.
4. Have wider interests than juveniles.
5. Wider range of responsibilities, as a group and usually, also as individuals.
6. Wider needs.
7. Wider range of ability.
8. Greater power to get what they want.
9. Wider range as to previous education.
10. Wider range as to objectives and ambitions.
11. Wider range as to financial ability to get more education.
12. Wider range of ideas as to what constitutes education.
13. Wider use of other educational agencies than the school.
14. Wider range of response to the appeal of different methods and different agencies.
15. Greater maturity of intelligence (thinks as a man, not as a child).
16. Less interested than juveniles in learning things just to learn them as an accomplishment or to win approval.
17. Greater ability to discriminate between values in educational service.

"Applications of the foregoing analysis. Space will not permit any more than one illustration showing how the points made in the analysis apply in adult education. The reader can readily work out the remainder for himself. We have chosen the second statement above—that 'the adult is much more uncontrollable.' If this is true, then these things follow:

- "Adults are much more uncontrollable.** 1. They can walk out if they do not get what they want.
- 2. Cannot dictate to them what they shall take.
- 3. Opinions cannot be imposed upon them and be accepted without their consent.
- 4. We cannot suppress, in any efficient service, their opinions.
- 5. They do not respect the teacher who teaches merely theory without experience.
- 6. School cannot enforce ordinary disciplinary methods nor regular attendance.
- 7. They are amenable only to ordinary social conventions and man-to-man methods.
- 8. But little of the machinery of juvenile education applies to adult groups.
- 9. Respect for the teacher is based entirely on his ability to do what he talks about rather than to theorize about it.
- 10. Chief device for control is interest and satisfaction, and rewards and punishments do not function.

"Other important differences from the school standpoint between mature citizens and young people, which educators need to consider, may be illustrated by the following:

- 1. Adults usually want instruction *or* teaching that is direct and usable to help them in solving their own problems or in working out their own objectives.
- 2. Find it harder to concentrate over long periods of study.
- 3. Usually are served best by small doses of help through short courses on specific subjects.
- 4. Usually have more set habits of thinking than juveniles.

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5. Have greater fixity of ideas and are therefore less docile of mind.
6. Memory is not usually so keen.
7. Demand more than the juvenile, in the way of reasons for propositions prescribed.
8. Inclined to demand greater informality in presentation.
9. Demand opportunity to relate instruction to own experiences.
10. Relation of instructor more nearly that of an equal.
11. Greater tendency to challenge statements.
12. More alive to reality of presentation.
13. More conscious of surroundings.
14. Racial traditions more fixed.
15. Less time for outside preparation or reading.
16. On the other hand, a greater tendency to carry the instruction over from one period to another, and to keep turning the proposition over in the mind almost constantly.
17. Racial, social, political, and economic variations of point of view demand more consideration.

SECTION 3

Suggestions Regarding Wage-Earners

"Because the Sub-committee believes that the ordinary citizen is more likely to be neglected, the following analysis presents more particularly the possibilities of helping him:

1. Instruction continues throughout life.
2. Opportunities for regular school work must be offered at time when persons can attend, morning, afternoon, or evening. Opportunities must also be provided to carry on studies at home as well as in the school-room.
3. Adult should set the content of courses through his demand.
4. Content of courses should not be rigidly imposed by educational authorities.

5. Needs of the varying ages beyond the juvenile must be met.
6. Amount of time given to instruction must be a period of time which will meet the needs of the persons who have a particular end in view; namely, one hour, one day, one week, one month, one year, etc.
7. It follows: supreme flexibility of organization essential.
8. Instruction should be given where the 'crowd' is—in school, library, lodge, factory, home.
9. Methods must be adapted to the experience of the group.
10. Methods must be adapted to the racial background of the group.
11. Instruction must be pointed and illustrative—dynamic, in other words.
12. Teaching must be done by those who can control an uneven group by drawing on the experience of the more advanced to act as assistant instructors in bringing forward the less advanced.
13. Theories are at a disadvantage unless applied illustrations of theory can be given.
14. With the adult, the discussion method is often more feasible than with the juvenile, since there is greater variety of experience with which to make discussion richer.
15. Most of the ground to be covered must come in the instruction period, as the workingman has little time for outside reading or research.
16. Wise to choose an instructor who is an educated member of a given racial group to be served.
17. In political, economic, and philosophic questions developed in connection with instructing racial groups, the instructor must know the particular racial background and the particular point of view of the group to be taught. For example, Russians tend to draw away from certain ideas of government, to interpret democracy as that form of political organization where everyone governs himself. Representative government under a democracy, as we know it, has to be slowly, carefully, and patiently presented.

18. Unwise to mix member of certain groups when they represent the first generation, unless they have been here for a considerable period of time. For example, racial feuds often exist between:

- Poles and Ukrainians
- Finns and Russians
- Armenians and Turks and Syrians
- Sicilians and Northern Italians
- Irish and English

Under certain circumstances, these are bound to break out, or the undertone of distrust which is almost physical may detract from the attention given to the subject-matter.

19. Moreover, the foreign-born are hesitant often about being in too great a minority when it comes to contact with the native-born.

20. Careful organization of groups to be taught has everything to do with the success of adult education projects.

21. Intensive instruction must be given to small groups. This is not difficult when adults can afford to pay for the instruction. Even where taxes are not forthcoming to meet the cost of intensive instruction, the aim should be a teaching unit of not over 20.

22. Provision should also be made for part-time resident school attendance and for part-time home study.

SECTION 4

Some Special Problems and Remedies

"For educational authorities: 1. Technique of adult instruction.

2. Hard to get instructors enough who can hold adults to meet the demand.

3. Hard to teach against the preconceived ideas of the adult mind.

4. Hard to hold the truth in the face of prejudice and keep the group to be taught.

5. Difficult to command the ability on the part of instructors to handle the necessary give-and-take which is essential to some forms of the teaching of adults.
6. The breaking away from the rigidity of school rules, and the reorganization of the entire school approach presents great difficulties.
7. Hard to create the informality of atmosphere required.
8. Difficult for the average instructor to meet the definite challenge of the quality of the adult mind.
9. Difficult to raise the funds from tax rates.
10. Difficult to get the necessary leeway of time and money for advertising adult education projects so that the community will know what is offered. Few school people know how to advertise.
11. Hard to overcome the prejudice against school forces as such, the school being looked at as a place where children and the juvenile are educated.
12. Often difficult to get representatives of races who have the necessary educational background to teach.
13. Devices for teaching must be used with greater discrimination in adult education than in juvenile education.
14. Instruction must be direct. Filling in material to be avoided as far as possible.
15. On the other hand, owing to the wider range of experience and ability usually found in the average group demanding adult education, the instructor must teach with far more of a "spiral mind" than is needed in the case of juvenile work.
16. Discussion method demands highest type of teaching.
17. Hard to get a correct gauge of the current interests in a community in order to develop a program for adult education. That is, adults are attracted on the basis of immediate necessity, not on the basis of interest. The average adult will not take courses because it is thought desirable to have a certain type of education. The courses they choose must mean a great deal to them personally.
18. This personal independence of the adult is something which must be carefully satisfied by schoolmen.

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19. Since the average adult group presents elements of greater diversity than the average juvenile group as found in our schools it follows that the instructor must interweave related fields as a background to a given subject chosen; that is, it is almost impossible to get directly from *a* to *b* to *c* in the development of a given specialty.

20. One great difficulty is the tendency of special groups to break away and to demand that the subject-matter be that which they wish to accept and the point of view be adapted to their prejudices or particular outlook.

"Difficulties from the point of view of the public. 1. Against the increase of school funds in the face of high taxation.

2. Do not see the necessity of adult education.
3. Think adults should finance their own education.
4. Do not think school forces can meet the need.
5. Fear of too much education for the masses.
6. Fear that adult education will be turned into propaganda to be used by special interests.

Difficulties on the part of the people. 1. Lack of ability to command time enough for continued education.

2. No faith in the professional teacher.
3. Educational opportunities are not presented in line with special interests or are not definitely organized to meet particular needs.
4. Greatly embarrassed sometimes when asked to take work offered under school auspices as they think same to be primarily for the juvenile.
5. Prefer to meet in social groups.
6. Members of certain races feel more at home when taught in a racial meeting.
7. Often present mixed motives in their desire for further education, which should be carefully distinguished, such as, for example: The motive of education for education's sake versus the recreation motive which takes education from the recreation point of view, pure and simple.

"Remedies. 1. Support of the idea that the educational authorities should stand back of every citizen from childhood on, at every point of need, and to meet every craving for knowledge.

2. To increase an appreciation of real teaching skill—to draw into the field of adult education men and women who have the personality and power to meet the challenge of the adult mind—people who have lived with life.

3. To endeavor to get the best talent of the country to assist in giving some time to this question of the teaching of adults.

4. To encourage the self-organization of groups and to meet the needs of the same.

5. To win the confidence of the public by never selling out educational standards and succumbing to the desire of the group to break educational honesty of presentation. This is to say, propaganda should have no place in adult education.

6. Keep the public informed as to the potential possibilities in adult education.

7. As far as possible, keep the public informed as to results that have been obtained through successful work.

8. Bring the citizens and educational groups together to co-operate and work out material to be offered and methods of instruction.

9. Get coöperation of newspapers, including foreign and labor press.

"Provide a social opportunity as well as an educational opportunity in any service which undertakes to reach and win and help ordinary citizens. Social workers are strongly of the opinion that to be successful in adult education, at least in other than vocational training where the economic incentive is so strong, it is necessary for those who are to take part in the program to build up a deep appreciation of the background of workingmen's lives. 'How do people live?' is quite as important as 'How do people work?' Some knowledge of the un-

recorded activities of their lives is also important. What, for instance, do workmen do with their spare time?

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SECTION 5

Some General Implications and Deductions

"If the foregoing statements are sound, then such conclusions as the following are logical:

* * *

3. Necessity of a flexible and changing program. If everything changes, from the individual himself to all the varied circumstances and requirements of his life, then no traditional set-up of educational service borrowed from the past will function now. Suppose that we imagine, if it is possible to imagine such a thing, the establishment in this present year of some fully adequate educational service which meets the real needs of some particular group of individuals. Such a service would soon cease to be fully adequate, and in a comparatively short time become clearly inadequate, in meeting the real situation, every factor in which—citizen, environment, standards, demands, needs, and the like—is a constantly varying variable.

4. Necessity of an infinitely varied program to meet the infinitely varied needs of citizens. Provision for traditional courses for standard academic subjects is a valuable contribution as far as it goes, but it does not go very far either in the size of the groups it reaches, or in meeting the real, specific demands for which citizens require help. Even if established on a nation-wide basis, such a service would be only partial and fragmentary. This would also be true regarding any one of all such services as the following, even if such a service were available for everybody and everywhere: vocational education; university extension courses; engineering training; agri-

cultural extension; home study; religious, economic, or civic instruction; art or musical instruction; health, athletic or recreational instruction; all 'schools' taken together; any other kind of instruction; or any one service of any kind, however much needed or however direct and effective its results.

5. Necessity of an infinitely varied service to meet the infinitely varied interests and levels of ability of people. Even if an educational service for adults were established, which in its subject-matter met all the interests and all the needs of all citizens, it would be necessary, in addition, to provide a wide range of methods and devices, in order to make the material attractive, understandable, and usable by different groups of citizens.

To realize this, one has only to compare two articles on the same subject in *The Atlantic Monthly*, and *The Saturday Evening Post*. In order to reach different groups of readers, these articles use different language, different styles of writing, different illustrations, different information, different arguments and different 'teaching stuff,' if you will. Two different grades—two different methods of presenting the subject—are utilized, one of which is literary and possibly somewhat academic, and the other of which is popular and more or less direct and practical. Writers for these two magazines are skilled interpreters of life and affairs to different levels of interests and ability among citizens. If magazines must do this to serve different kinds of adults, so must all other agencies.

6. Necessity of an absolutely free service. We do not mean free in the sense of tuition, but free from philosophical, scholastic, academic, or professional domination and direction; free from political or religious or any other kind of group or class control and manipulation; free from outworn theories, obsolete subjects, and traditional procedures; free from rigid organization, perfunctory administration, and smug formalism; free from group interest and group prejudice; free from aristocratic discrimination between groups to be served, between subjects to be taught, and between the interests or the abilities or the kind and level of demands on citizens or the needs of citizens;

and free from everything else which will prevent adult education from being an absolutely democratic enterprise.

7. **Some additional implications.** Those given above are only illustrative. Any reader can readily draw many others just as sound from the "General Analysis of the Demands of this Democracy" given above. There are a few additional implications which the Sub-committee regards as very important and, therefore, feels it should 'plant' at this point:

- a. Adult education must provide in its total service for experiences in thinking about the problems and affairs of life as well as for exposure to information and direction. Your Sub-committee believes the first of these three services to be most important.
- b. It must also provide in its total service for experiences in the solving of problems and in the doing of things, as equally vital services.
- c. It must supplement and make full use of the experiences of citizens.
- d. It must employ as 'teaching stuff,' functioning (usable) subject-matter for most groups of citizens, at least.
- e. It must employ concrete and direct information and knowledge instead of abstract and indirect knowledge for most groups of citizens.
- f. It must furnish applied knowledge with immediate value rather than cold-storage knowledge having only a deferred and, therefore, uncertain value to most citizens.
- g. It must recognize and make full use of teaching, as contrasted with informing and directing people in its total service to citizens.

SECTION 6**Efficiency Factors in Adult Education**

"If the foregoing implications and deductions are accepted, then any program of adult education will be efficient in proportion as these things are safeguarded:

1. **The service is unrestricted down to the minimum levels of social tolerance.** It should stimulate and encourage every man and every woman, for example, to undertake whatever he or she wants and help them in some way, best adapted to the circumstances, to get it. The only limit on this principle should be social safety. No one would expect this democracy to promote education for safe-blowers or classes for the dissemination of Bolshevik doctrine. Short of such anti-social limits, adult education should give every one who wants it help in realizing his objectives, whatever these may be—better enjoyment of leisure hours, better wages and promotion, better physique, better health, more worthy home membership, wiser saving and investment, clearer understanding of social, civic, and economic problems and issues, greater ability to do something or greater ability to think about something.

2. **It uses all agencies and any agency school to 'movies'** that proves itself able to render educational service as we have used the term.

3. **It serves all groups.** It cannot, in a democratic scheme, serve some adults and refuse others. It cannot, for example, discriminate as between occupations for which help will be given and other occupations for which it will be denied. It cannot provide training for those who want to study college preparatory subjects in evening school and refuse it to those who want to know how to improve their health or take care of babies or rear a family or learn to draw. It cannot provide opportunities for 'safe groups' to meet and consider social controversies and deny the service to those holding opposing views. It cannot serve groups with a 'pull' and neglect those

having no 'pull.' It cannot meet the requests of groups able to make themselves articulate concerning their needs and ignore the needs of those unable to make themselves articulate.

4. **It makes large use of interpreters,** to interpret knowledge and life. Not profound scholars are needed. They know too much to understand the interests and difficulties of the ordinary man. They do not know what to select for teaching; how to present it in simple language and in an interesting way; nor how to apply it to the experiences and problems of simple people. Interpreters must know both the subject and the ordinary man and his life interests and problems. An evening class in shop mathematics for the machinist's trade gets little that is usable from a professional mathematician. It understands and uses what it is taught by a competent mechanic who knows the mathematics that apply to the trade, knows how the machinist has to use it, and can make clear how this is done. This is just as true of any attempt to teach the masses about health or exercise, or sanitation or microbes, or savings or investments, or insurance, or the care of babies, or the rearing of children, or any other matter.

* * *

8. **It is supplementary to life's experiences.** In many ways life is more educative than schools and books. Adults have a background of experience already acquired; to ignore it or inhibit it is to take away the basis of all successful effort to teach them. Most of them have learned to do what thinking they are able to do, in life. To 'stuff' them with undigested information is to confuse them and prevent them from improving their power to think. They need to pool their experience, organize it, and with the assistance of some service, learn to interpret it, and so understand and think about it. No service peddling information alone will ever reach and hold them long.

9. **It employs all methods and devices.** There can be no standardized method of teaching adults anything—any more than there can be a standardized course or a standardized

agency. Different groups have different degrees of interest and ability, and different backgrounds and objectives. Different subjects have to be presented in different ways and the same subject has to be presented in different ways for different groups. Even periodicals and books treating of the same subject reach the different groups of citizens according to the way in which the periodical or book handles it. An infinity of devices must be employed as needed—the printed word, the play, the ‘movie,’ the still picture, the radio, the lecture, the forum, the reading circle, the lodge, the church, the conference, the case, the project, and all the rest have their place.

* * *

11. **It gives everybody what he wants, when he wants it,** in such a way that he can use it. Most adult education, if it is to help people, must be operated on a cafeteria instead of a *table d'hôte* plan—on the European instead of the American plan. Some flexible service is required where customers call for what they want and get it, and get only what they call for. Those engaged in the work in any way, particularly if they have been teachers in regular education, need to remember four things: 1. Adults are free to take or reject. 2. They know what help they want. 3. They know when they are getting it. 4. They will not accept service, however well meant, which is imposed on them as ‘something just as good.’

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PART IV

AGENCIES, METHODS AND DEVICES

SECTION 1

The Need for Analysis

“The movement for adult education in this country finds already available a wide variety of valuable agencies that can be used and should be used. Somewhere in the United States there is probably a forerunner—a type of agency that

can be developed and utilized for almost every kind of educational service needed for adults. Constructive work, therefore, requires a study of the educational possibilities and limitations of existing agencies, their methods and devices. Your Sub-committee can only sketch this problem and suggest a method of approach in dealing with it.

"We have an organized educational machinery called the school to which we have become accustomed to look for systematic educational service. 1. Most adults, however, are getting education in ways that do not conform to the customary operation of this machinery.

2. It has been built to serve juveniles.
3. It has had either no experience with adults or, generally speaking, only with selected groups of adults.
4. It has been accustomed, on the whole, to provide standard, uniform courses and to use standard, uniform methods.
5. Its personnel cannot be regarded as competent except for the groups that the machinery has been organized to deal with.
6. Most of the adult education that is needed differs from the customary juvenile education in almost every essential respect—characteristics of learners, objectives of learners, content of subject-matter, methods, devices, organization, and policies.

The danger is that, in the attempt to develop adult education through the schools, we will fail to recognize the foregoing facts. 1. The only way to avoid this is to analyze thoroughly every phase of the matter.

2. Some rough analyses have already been presented in this Report dealing with such points as: social, economic, and educational principles and policies; the present situation in adult education; the characteristics of adult learners; and efficiency factors in the work.

3. What follows is an attempt so far as time and space permit to analyze, in the same rough fashion, the possibilities of agencies.

SECTION 2

Organized vs. Unorganized Agencies

"**Organized agencies** are those which conduct their work in a definite and systematic way. Some agencies which serve adults are organized solely or primarily for educational purposes—such as the evening school, the agricultural extension service for farmers, the public library, or an art gallery. On the other hand, some agencies which render a very valuable educational service are, while well organized, not organized primarily for educational purposes. Illustrations of such agencies are: the 'movies,' the theater, and the radio, the main business of which thus far is to entertain their patrons. All these are considered in this report as organized agencies.

"**Unorganized agencies** are those the work of which is not definitely and systematically organized, such as the book, the open forum, the debate, political gatherings and discussions, and most homes. It is very difficult to classify, for example, the modern newspaper. From the business standpoint, it is exceedingly well organized. While operated for profit, its primary objective as a commercial proposition is to disseminate news and ideas, and these are certainly educational enterprises. It is a very unorganized service, however, from the standpoint of the great body of readers it serves, many of whom at least use it in a more or less unsystematic and desultory way.

SECTION 3

An Analysis of the Mediums Used by Agencies

1. At the top, in most of our thinking, is the highly organized work of the school, which, generally speaking, depends on two means of avenues of reaching people. One is through the ear (auditory) and is illustrated by the lecture. The other

is through the eye (ocular) and depends almost entirely on the reading of the printed page.

2. At the other end of the service for adults, is the unorganized auditory work—the utilization of the ear as a medium in open forum, debate, public lecture course, and the like.

3. There is also the unorganized reading work (eye) which millions of citizens do every day and which ranges in degree of serious purpose and systematic effort up to very highly organized effort made by those who pursue systematic courses of reading.

4. While the eye is very much used in adult education, its value thus far, in the thinking of most people, is as a medium for gaining knowledge from the printed page.

5. The possibilities of the use of the eye in other and, for many purposes, more efficient ways has not been fully realized.

6. The appeal to the eye is far more efficient than to the ear, in the education of human beings, for many reasons: The eye is more rapid. Any human being, freed from the mechanics of interpreting words, responds more freely and naturally to the concrete presentation of the thing itself. Interest in what we see is usually far greater than in what we hear. Sustained attention is much easier to gain through the visualization of things than through the ear or the printed word. The effective appeal through the eye is far greater than through the ear. We forget what we hear much quicker than what we see.

7. Language cannot describe what visualization shows. Travel is more educative to any person than any textbook on geography or any story of another's travels. Even many kinds of pure information are best taught by charts, diagrams and pictures. The appeal to the emotions is greater through the eye. What might be called intangibles, such as patriotism, honesty, the 'square deal,' loyalty and unselfishness can be illustrated and inculcated by dramatization and pageant when mere words fail. All these things have made the play and the

'movie' probably our most powerful agencies for teaching (when used rightly) and are gradually introducing visualization as a teaching device into the most progressive of the regular schools.

8. Any democratic program for adult education for ordinary people will fail if it does not recognize and use to the full the eye as a medium of education wherever the appeal to the eye gets better results than the appeal to the ear.

9. Below are given rough and merely illustrative analyses of the use of the eye and the ear. They involve the idea that when you read a book you are in a sense listening to somebody talk —you are receiving words for interpretation. Consequently, the use of the eye on the printed page is classified under the ear, as distinguished from its use in the case of the 'movie' or picture.

Devices Using

The eye as a medium	The ear as a medium
Travel	Stereoscope
'Movie'	Games
Still picture	Sports
Chart	Statue
Diagram	Symbolic representation
Model	Laboratory
Art exhibit	work
Museum exhibit	Shop work
Zoölogical exhibit	Home economics practice
Pageant	Farm project
Play	Nature study
	Home geography
	Music
	Book
	Magazine
	Newspaper
	Lecture
	Formal lesson
	Debate
	Open forum
	Sermon
	Ritual
	Political speech
	Social intercourse

Agencies Using

The eye as a medium	The ear as a medium
'Movie' house	Lodge (ceremonials)
Theater	Schools, including Church (ceremonials)
Art gallery	vocational schools Art society
Museum	Newspaper
Zoölogical garden	Newspaper (illustra- tive supplement)
Illustrated lecture	Magazine Usual lecture course Vocational schools
course	Church
Schools in their use of visual system devices of all kinds	Fraternal order Political party Literary and musical clubs

SECTION 4

An Analysis of the Methods Used by Agencies

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"The table given below represents the composite results of the scoring recently done by twelve students in a class in social agencies at one college of education. It will be noted that the first thirteen agencies listed are recognized agencies in adult education. Boy Scouts, the liberal arts college and the college of education are also listed for purposes of comparison. The Sub-committee assumes no responsibility for this scoring, but offers it as the honest opinion of a group fairly well acquainted by experience with the agencies scored. Of course each of these agencies varies considerably as to the type of service rendered in different localities:

Percentage Distribution of Methods of Instruction in Various Agencies

Agencies	Instruction		Teaching		Total
	Information	Direction	Reason	Emotions	
1. Ordinary evening school....	70%	15%	10%	5%	100%
2. Home	20	60	5	15	100
3. Correspondence school	20	75	5	0	100
4. Theater	5	0	2	93	100
5. 'Movies'	10	0	5	85	100
6. Radio	90	2	3	5	100
7. Books (varies tremendously)	50	10	15	25	100
8. Church	10	10	10	70	100
9. Fraternal orders	10	10	10	70	100
10. Public library	60	30	5	5	100
11. Newspaper	75	5	5	15	100
12. County agent in agriculture	50	40	10	0	100
13. Visiting nurses	15	75	5	5	100
14. Boy Scouts	40	15	15	30	100
15. Liberal arts college	70	20	10	0	100
16. College of education	65	25	10	5	100

"Comment. While individual scoring would doubtless produce a wide variety of percentages, it is probable that all would represent in their general tendency some such results as are given above. Such a table shows very clearly the wide differences in the extent to which agencies give information and direction, or appeal to the reason or the emotions. According to the table, schools of every kind are strong on the instruction end and weak on the teaching side of their service. Books as a whole, with the exception of the Boy Scouts, rate highest in their appeal to the reason (thinking). The radio is rated almost entirely as an information dispensing agency. Visiting nurses, correspondence schools and the home give most attention to direction. Theaters and 'movies,' churches and fraternal orders (lodges) are the outstanding agencies in their use of the emotional appeal. Newspapers are chiefly dispensers of facts, but they also have their emotional appeal. It was, of course, impossible, to list and rate all agencies. Any reader can readily list many others and score them for himself.

"The significance of the table and the scoring lies not in the accuracy of its ratings but in the fact that some agencies

are well adapted to one particular form of educational service to adults, and not to others. When we look at the demands made on citizens and their widely different interests and needs, it becomes clear that it will require not one agency but many and varied agencies to serve them effectively. Constructive work in the field of adult education requires, first of all, a recognition of this fact; second, an abandonment of the idea that adult education is simply another school job; third, the utilization of all agencies; fourth, the improvement of the educational service of all agencies; and fifth, a better coördination of the service of all agencies.

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SECTION 5

Some Characteristics of Different Agencies

"In a rough fashion, most agencies can be classified on any one of the following bases. No two of the items have necessarily any relation to each other. If any illustration does not meet with the approval of any reader, he can substitute his own. They are used only to explain the meaning of items:

Item

1. Organization flexible (correspondence schools and Americanization classes).
2. Organized on the opportunity basis (the opportunity school and the short unit course in evening school).
3. Organized on the elective basis (opportunity schools, the county agent service to farmers and any service where any group can get what they ask for).

Opposite

1. Largely inflexible.
2. Organized on basis of prescription (regular evening high schools).
3. Organized on the prescription or selective basis (formal evening classes in general subjects).

4. Instruction free (public evening schools).
5. Operates after working hours (evening schools, home study, books).
6. Deals with unlimited number of groups of citizens (newspapers, political parties).
7. Renders an unlimited service (U. S. Farm Bureau, and the radio).
8. Accessibility to service by citizens—large (agricultural extension service to farmers and correspondence schools, the radio, and the 'movie').
9. Instructor and group in direct contact (any resident school for example).
10. Instructor experienced in what he teaches (Visiting Nurse Association and vocational schools).
11. Training has immediate value (shop, home, office, or farm instruction; professional schools).
12. Uses direct presentation (vocational schools and political parties).
13. Teaches (fraternal order, church, theater, 'movie,' any conference, novels).
14. Objectives of the train-
4. Must be paid for ('movies').
5. During working hours (shop or home training, part-time classes).
6. Deals only with limited number of groups.
7. Limited service.
8. Small.
9. Not in direct contact (book or playwright).
10. Not experienced.
11. Deferred value.
12. Unconscious absorption (lodge, church, theater, 'movies').
13. Gives information and direction (instruction) (National guard, evening classes in regular subjects).
14. Objectives intangible

ing tangible (evening trade extension classes and the work of county agents in agriculture).

15. The eye used as the chief medium ('movies,' theater, and 'travel schools').

16. Written and spoken language used (school).

(church, lodge, theater, cultural training).

15. Ear used as chief medium (including reading of words) (church and school).

16. Written and spoken language not used (art gallery and 'movies').

SECTION 6

An Analysis of Some Important Agencies and Their Maximum Possibilities

"In this section, the Sub-committee has undertaken, but only as illustrative, to point out the possibilities and the limitations of a few agencies:

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"The moving picture has some tremendous advantages over all other agencies in its appeal to the emotions. 1. It depends thus far more than any other agency on the eye, which is the most effective medium of education.

2. It has the tremendous advantage of wide service.
3. It has virtually no limitations in picturing scenes and human situations.
4. It is able to secure a reality or an illusion of reality which, generally speaking, is superior to that of the stage.
5. With the invention of the 'Vitaphone' and the 'Movie-tone,' no one can predict the possibilities in the use by the 'movies' of both the ocular and auditory mediums of appeal.
6. Essentially the only limitation on the use of the 'movies' in adult education is a financial one.

Is the 'movie' being developed up to its possibilities as an educational device? No. Can it be so developed? Yes. How can this be done? In these ways:

1. Disentangle the commercial from the educational film.
2. Disentangle the advertising film from the educational film.
3. Determine the educational field in which the moving picture is an efficient device. Here is a partial list:
 - a. The vivid reproduction of historical scenes.
 - b. The vivid reproduction of drama and story.
 - c. Truth through allegorical representation.
 - d. The graphic representation and interpretation to ordinary men of statistical situations.
 - e. Propaganda of the right kind, such as the Community Fund appeal.
 - f. World geography.
 - g. Astronomy.
 - h. Nature.
 - i. Current events.
 - j. Representation of dynamic action not visible to the eye, as in physical, chemical, and biological processes.
 - k. Industrial, commercial, home and agricultural processes.
 - l. The slow camera study of human skills and human and animal activities and performances.
 - m. The speeding up of processes so as to show quickly processes of growth in plants and animals.
 - n. The indirect teaching of right human relations by illustration and emotional appeal.

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SECTION 7

An Analysis of the Value of Different Teaching Procedures

"Below are given a selected list of procedures (methods, devices, if you will) which are available for use in adult education. The Sub-committee has no quarrel with any one who

disagrees with the rating given to the different procedures listed. They are purely illustrative, but represent, generally speaking, our judgment.

Procedure	Information or Instructional Value (Direction)	Teaching Value (Appeal to reason or emotion)
1. Formal lecture	Chiefly	Very little
2. Recitation	Chiefly	Almost none
3. Play	Almost none	Very high
4. Pageant	Some	Very high
5. 'Movies'	Capable of great value	Very high
6. Still pictures	Chiefly	Some
7. Project method	Some	Very high
8. Conference method	Little	Very high
9. Laboratory method	Some	Very high
10. Class discussion method	Some	Very high
11. Use of charts and drawings (models)	Chiefly	Some
12. Cut-away parts and demonstra- tion equipment	High	High
13. Debate	Little	Very high
14. Open forum	Little	Very high
15. Dictionaries and encyclopedias	Entirely	None
16. Technical books	Chiefly	Not much
17. Trade magazines	Chiefly	Not much
18. Story books (novels)	Some	Very high
19. Assigned reading	Some	Very little
20. Radio	Some	Very little

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SECTION 8

An Analysis of the Limitation on Agencies

"Every agency used in adult education has limitations as to what it can do and how far it can do what it undertakes.

* * *

"The table given below lists, for illustration, some of each of the two kinds of limitations which will be found among agencies in adult education taken as a whole. Some of them

will apply to one agency and some to another. Probably all of them apply to no one agency.

Limitations on Agencies

Intrinsic

1. Confined to the use of ear as a medium (radio).
2. Confined to the use of the eye as a medium ('movie').
3. Procedures adapted to teaching, but not to instruction (theater).
4. Procedure adapted to instruction, but not to teaching (lecture).
5. Instructor and students out of contact (home study).
6. Confined entirely to reading as a device (books).
7. Confined to giving individuals second-hand experiences and facts (library).
8. Restricted as to group served (church, fraternal order).
9. Restricted as to communities served (art galleries, zoölogical garden, agricultural training).
10. Restricted as to character of service (endowed school, library, church).
11. Restricted by its objectives (political party, fraternal order, college).

Operating

1. Interference of politics.
2. Interference of class interests or prejudices.
3. Scholastic domination.
4. Opposition or indifference of responsible authorities.
5. 'Come-and-get-it' attitude.
6. Unsuitable quarters.
7. Inadequate equipment and other facilities.
8. Lack of sufficient funds.
9. Too much centralization of authority and responsibility.
10. Poor salesmanship.
11. Absurd requirements for selecting or employing instructors.
12. Incompetent force of employees.
13. False psychology.
14. Wrong pedagogy.
15. Catering only to certain classes.
16. Traditional notions.
17. Box-office control.
18. Assertion of direction and censorship prerogative.
19. Set of mind.

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12. Restricted by the character of its organization (correspondence school, regular high school, museum, college).
20. Use for adults of policies and methods developed for juveniles.

* *

SECTION 9

The Public Library

"Our republic, built on the hope of an 'enlightened citizenry,' depends (in theory, at least) on its two great public institutions, the free public school system and the free public library, for the training of citizens to take charge of its destinies.

"The public library is founded on the American belief in the power of thought and the American demand that the record of thought, as eternized in printed form, be preserved and become available for the inspiration and guidance of all of its citizens. This deep-rooted belief, made manifest in the thousands of beautiful buildings scattered all over our land and in the millions of volumes gathered together in such public depositories, clearly indicates the outstanding position and the great responsibility which must be carried by the public library in the matter of adequate adult education.

* * *

"A commission on 'Library and Adult Education' was appointed in 1924, by the American Library Association to study the 'adult education movement' and the work of the libraries for adults and the older boys and girls out of school. This commission had the results of studies made under the auspices of the Carnegie Corporation of New York covering the broader field of adult education in the United States at its command, so that its findings were based not only upon its own research but also upon the publications of the earlier com-

mission. The report submitted in 1926, after two years of intensive study, gives a complete analysis of the situation and presents many concrete examples of procedure leading to the realization of its aims.

"The function of the library in adult education, according to the report, will resolve itself into three major activities. 'First of all, and on its own responsibility, the library owes consulting and advisory service, supplemented by suitable books, to those who wish to pursue their studies alone, rather than in organized groups or classes.

'In the second place, there is the obligation to furnish complete and reliable information concerning local opportunities for adult education available outside the library.

'Thirdly, the library should recognize as a fundamental duty the supplying of books and other printed material for adult education activities maintained by other organizations.'

—*Libraries and Adult Education* (American Library Association), p. 9.

"If the public schools poured forth their hordes trained in the ability to secure knowledge from books with reading habits well established, and if the public libraries, enormously increased in numbers, performed their three functions adequately there would be comparatively little need for other agencies for adult education. However, neither system functions as its founders fondly hoped, nor as it will in time. Many factors are present which prevent the public library system from being the force in the self-development of our people which it should be. Some of these factors are inherent in the institution itself, some in the ability and characteristics of the people to be served, some in the nature of our governing institutions, but some are only bound up with the operation of the system and as such can be overcome. Every effort is being made by the many individuals concerned with the development of the public library system as well as by national library associations to analyze these difficulties, to separate the inherent inhibitory factors from the operative, and to bring libraries to their full measure of usefulness.

PART V

RECOMMENDATIONS

"Scattered throughout this report are declarations of principles and policies, analyses, and suggestions with regard to methods, devices, and procedures. Had the circumstances under which the report had to be prepared been different, it would doubtless have been possible to bring all these things, or at least a synopsis of them, together at one point. The only summary offered here is in the nature of a series of recommendations. Reference to material bearing on each recommendation is made, so that any one can readily find the supporting discussion.

"The Sub-committee makes the following recommendations:

- I. That the Committee on Adult Education of the A. V. A. approve the report of the Sub-committee hereby respectfully submitted.
- II. That the Committee submit this report to the Association and recommend that the Association also adopt it.
- III. That, in taking these actions, the Committee give special emphasis to these principles and policies as set forth in the report:

1. The social necessity, social wisdom, and social justice of adult education.

(See Part I, Sections 2 and 4; Part II, Sections 1, 2, and 4.)

2. The teachings of the creed of the progressive educator, which provide a sound basis for the movement.

(See Part II, Section 2.)

3. The educational policies that should be followed in any democratic scheme of educational service to citizens.

(See Part II, Section 3; Part III, Section 5.)

4. The inadequacy of our present public and private provisions for adult education.

(See Part I, Sections 3 and 4; Part II, Section 3; Part III, Section 5.)

5. The need for a public program of adult education supported in part by public funds.

(See Part II, Section 4.)

6. The necessity of local interest, local participation, local support and local responsibility (on the part of American communities), before we can have a country-wide and democratic program.

(See Part I, Section 3; Part II, Section 5; Part III, Section 4.)

IV. That the Committee also give special emphasis to these methods, devices and procedures in adult education:

1. The value of the methods of the engineer in making analyses, defining problems, locating difficulties, determining methods and testing results—the need for educational engineering which will approach the many new and difficult questions and issues in adult education from the engineering and efficiency standpoint, rather than the theoretical and, perhaps, sentimental point of view.

(See Introduction and illustration, throughout the report, particularly in Part IV.)

2. The efficiency factors that should be safeguarded in the work.

(See Part III, Sections 5 and 6.)

3. The difference between instruction and teaching and the need and place of each, in the education of citizens, particularly of real teaching.

(See Part I, Section 1; Part IV, Section 4.)

4. The vital importance of analyzing the characteristics of adults as contrasted with juveniles, and of adapting the service to these characteristics.

(See Part III, Sections 2, 3, and 4.)

5. The equally vital importance of analyzing the possibilities and limitations of agencies in adult education, so that each may be used for the service for which it is best adapted and only for such service.

6. The imperative need for widely diversified service and, therefore, for utilizing a wide variety of agencies, methods,

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mediums, and devices, in any national and democratic program of education for mature citizens.

(See Part III, Sections 1, 5, and 6; Part I, Sections 1 and 3; Part II, Sections 1, 2, and 3; Part IV, all sections.)

7. The equally imperative need, as an efficiency device, for coördinating and correlating, as far as possible, the work of all agencies—in order that the most extensive service possible under the circumstances may be secured for all citizens and the best service for every citizen; and in order that this may be done with the least expenditure of time, effort, and money.

8. The necessity, as one of the first constructive steps, that an educational engineer for adult education be set at work in every American community (where this is possible, at least)—this engineer to be charged with the responsibility for discovering and making articulate the educational needs and wants of citizens; for serving as an educational clearing-house; and for outlining and coördinating all available agencies and services, local, state, and national.

V. That the Committee, in recommending the approval of this report by the A. V. A., take these additional steps:

1. Ask the Association, in taking favorable action, as above outlined, on this report, to regard it as a preliminary report—a report which, as a first step, proposes principles and policies; gives a general picture of the present situation; makes rough analyses of problems and conditions, resources and limitations; outlines, by illustration, a method of approach; and, in short, blazes the trail for further investigation and report.

2. Ask the Association to manifest the interest and responsibility of vocational educators for the further education of the ordinary citizen by authorizing and instructing the Executive Committee to do these things:

- A. Continue the study of adult education.
- B. Appoint a suitable committee for this purpose.
- C. Define the objectives of the work of this committee.

- D. Have this committee make a report at the next annual convention."

AUTHOR's Note.—This report was unanimously adopted in its entirety at the Los Angeles meeting of the American Vocational Association, in December, 1927.

APPENDIX B

ADMINISTRATIVE FORMS FOR EVENING SCHOOLS

This appendix is included because of the seeming desirability of illustrating rather complete sets of administrative forms used in evening school systems in cities of various sizes. It supplements Chapter VI, "Enrolling," and Chapter VII, "Records and Reports."

I. Madison, Wisconsin

Madison is a city of 50,000 population. The evening school system is composed of six centers: a large vocational school, quite cosmopolitan in character, and five others. The five smaller centers emphasize Americanization subjects. This type of organization is common in cities of this size, and to a considerable extent also in a number which are larger. The author is indebted to A. R. Graham, Director of Vocational Education and Evening Schools, for permission to use the forms here illustrated.

Form 1 illustrates the enrolment blank used. It is three by eight inches, perforated and bound in a book. The blank is filled out in duplicate, a sheet of paper being superimposed on tag board. The four parts of the enrolment blank are similarly numbered with a stamp. The large part of the paper section is sent to the instructor. The small paper part is retained by the student. Underneath the paper section, the large part (on tag board) is filed in the general office, and the small part or stub is left in the book for the auditor's use.

MADISON VOCATIONAL SCHOOL
EVENING SCHOOL DEPARTMENT
TO BE RETAINED BY STUDENT

MADISON VOCATION SCHOOL
EVENING SCHOOL DEPARTMENT
TO BE RETAINED BY INSTRUCTOR

No.	Date
Name	Name
Address	Address
Course..... Date.....	Course Assignment
<hr/>	
Assignment	Remarks
Registration fee \$	\$
Incidental fee \$	\$
Total \$	Total Fee Collected
A. R. GRAHAM, Director.	
A. R. GRAHAM, Director.	

Form 1
 Enrollment Blank

LAST NAME	FIRST NAME	ADDRESS	DATE OF BIRTH	CLASSIFICATION
SUBJECT	DAY	TIME	TEACHER	
DATE ADMIT.	WITHDRAWN	CAUSE	RE-ENTERED	ATTEND. RATE
Month Year	Sept. Oct. Nov. Dec. JAN. FEB. MAR. APRIL MAY JUNE	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Reg. Attn'd Req'd Actual Make Up Ratio
TOTAL OR AVERAGE				

FORM 2
Class Card
359

CLASS CARD FORM V 2

A Absent X Present \ Half-day T Tardy M Make-up
E Entry W Withdrawn

Form 3
Registration Blank

APPENDIX B

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MADISON VOCATIONAL SCHOOL
EVENING SCHOOL REPORT

Center

Meeting Nights

Pupil Report for Month of..... 19..

Subject..... Instructor.....

Name of Student in Full (Last Name First) Arrange Alphabetically	Session Required	Session Attended	Grade	Remarks
1.....				
2.....				
3.....				
4.....				
5.....				
6.....				
7.....				
8.....				
9.....				
10.....				
11.....				
12.....				
13.....				
14.....				
15.....				
16.....				
17.....				
18.....				
19.....				
20.....				
21.....				
22.....				
23.....				
24.....				
25.....				
26.....				
27.....				
28.....				
29.....				
30.....				
31.....				
32.....				
33.....				

FORM 4

TEACHER'S MONTHLY REPORT OF PUPILS

Form 2 is a five-by-eight class card filled in by the teacher for each student, and kept by the teacher. It is self-explanatory. This is a Wisconsin State form.

The registration blank, Form 3, is a permanent form filed in the general office. It forms a complete regis-

MADISON VOCATIONAL SCHOOL	
Madison, Wisconsin	
<u>Evening School Report</u>	
School Center	_____
Instructor	_____
Subject	_____
Evening of	Date _____
No. Present	_____
No. Absent	_____

FORM 5
Teacher's Daily Class Report Blank

tion, and at the close of the instruction the pupil's records for his work are added. These latter data are taken from the pupil's class card (Form 2). The registration blank is five by eight inches.

Form 4 is a teacher's monthly report of individual pupil attendance and grade of work accomplished. This provides a picture of pupil progress, class progress and the degree of regularity of class attendance. It provides a check for teachers and administrator. It is eight and one-half by eleven inches.

APPENDIX B

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TEACHER'S SERVICE CARD (EVENING ONLY)	
Vocational School at	V71s.
1. Name.....	First name..... Last name.....
2. Salary per hour.....	
3. Number of hours of service per session.....	4. Date beginning evening school this year.....
5. Date leaving evening school service this year.....	
6. Subjects to be taught this year.....	
7. Number of years teaching experience in evening schools prior to this year	
8. Number of years teaching experience in day schools prior to this year.....	
9. How much of the time specified in Number 8 was in Vocational Schools	
10. Kind of certificate held.....	
11. Date of expiration of above certificate	
12. Trade or industrial experience in years.....	
13. Nature of trade or industrial experience.....	

FORM 6
Teacher's Service Card ((front))

14. Practical homemaking experience in years -
 15. Nature of practical homemaking experience -
 16. Present occupation during day -

17. Education and professional training for teaching

Check the areas which contain

NOTES

One of these cards, completely filled out, must be on file in the office of the State Board of Vocational Education, Madison, Wisc., within ten days after employment of a teacher. Cards are to be filled out and sent in by the director. Since conditions in regard to salary, hours, qualifications, etc., changes from year to year, it will be necessary to send in new cards at the beginning of each year for all teachers. Whenever any item such as salary, hours of service, etc., change for any teacher during the year, send in a new card to replace the old one.

Form 6 (Cont.)
Teacher's Service Card (back)

**STATE OF WISCONSIN
CITY OF MADISON**

BOARD OF INDUSTRIAL EDUCATION

PAY ROLL BEGINNING _____ **ENDING** _____ **192**

—ENDING.

192

BAY SCHOOL

EVENING SCHOOL

DEPARTMENT

I certify the above to be a true and correct report of services rendered.

SIGNATURE

FORM 7
Local Pay-Roll Sheet

APPENDIX B

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BOARD OF INDUSTRIAL EDUCATION
VOCATIONAL SCHOOLS PAYROLL

CITY OF _____ DATE _____

I hereby certify that the following named persons have been employed by the Vocational Schools in the capacity, at the salary, and for the time shown in
the following table for the month ending _____, 19____.

Simed www.simed.it - simed@imed.it - www.simed.it/contatti

Tdls

Powered by State Board of Education

A daily report of classes, three by five inches (Form 5), is sent to the central office immediately after each class session. There important data are transferred to a large chart quite similar to the one illustrated in Figure 11. The daily report and the large chart showing the constant state of attendance of all classes give the Director of Evening Schools a graphic view of the attendance record of all classes.

The Wisconsin State teacher's service card, five by eight inches, printed on both sides (Form 6 [*cont.*]) is self-explanatory. In a similar manner, the local pay-roll sheet (Form 7) and a State form for the same purpose (Form 8) should be self-explanatory. The local pay-roll sheet is eight and one-half by fourteen, and the State sheet, nine and one-half by twelve inches.

The following instructions to evening school teachers of Madison are suggestive of the way in which specific directions for the operation of evening classes may be prepared for distribution each year.

"MADISON VOCATIONAL SCHOOL

"Madison, Wisconsin

"Evening School Department

"NOTICE TO EVENING SCHOOL TEACHERS:

"Item I. Evening School Calendar:

Oct. 3–Nov. 4 1st Quarter of 5 weeks
Nov. 7–Dec. 16 2d Quarter of 6 weeks
Jan. 2–Feb. 10 3d Quarter of 6 weeks
Feb. 13–Mar. 23 4th Quarter of 6 weeks

- "Item II. Classes are to be called at 7:15 and continue until 9:00 o'clock. Instructors are asked to be in their assigned rooms at 7:00 o'clock so as to be free for conferences with students enrolled for work.
- "Item III. Urge promptness and regularity in attendance on the part of students assigned to you, as it will be necessary this year to dissolve classes where attendance drops below an average of 12. *Please inform your classes of this.*
- "Item IV. You will find in the main office a post-office box in which will be placed notices pertaining to work as a member of the evening school staff. Call for these notices on the first assignment of each week. Fill in with ink and in duplicate form V-7 'Teachers Service Card' and leave with the Secretary in the office next week.
- "Item VI. The Monthly Report is to be turned into the office by the last day of each month. Give the names of the pupils enrolled in your classes, sessions required, sessions attended, and grade of work accomplished. Use the standard schedule of grading as given below

Poor	70-80
Fair	79-84
Good	85-92
Excellent	93-100

- "Item VII. At the end of each evening, turn into the office a record of the attendance of the members of your class, using the blank 'Evening School Attendance Record' for this purpose. In case the office is closed, please use the mail slot in the door.
- "Item VIII. Call at the office for form V-2. For each pupil registered in your classes, one of these cards is to be made out. This is to be used as an attendance record only and will be left at the school at the end of the term on March 23d.

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PUEBLO OPPORTUNITY SCHOOL

INSTRUCTOR'S APPLICATION BLANK

Name Date

Address Phone

Occupation or position

What subject are you applying for?

What is your educational preparation? Give name and location
of schools

.....
.....
.....
.....
.....

What teaching experience have you had?

.....
.....
.....
.....
.....

What practical experience have you had?

.....
.....
.....
.....

Remarks:

.....
.....
.....

PUEBLO VOCATIONAL EVENING SCHOOL
— Teacher's Notice of Appointment.

You have been appointed as instructor in the subject of _____ on the faculty of the Pueblo Vocational Evening School, at _____ for the school year beginning _____ and closing _____, at the salary of \$4.00 per session of two hours each, or \$2.00 per hour, payable monthly. Classes meet Monday and Thursday of each week, except in special cases.

Each appointment is contingent upon a satisfactory enrolment in the subject for which the instructor is appointed. The right is reserved to terminate the appointment of any instructor at any time for incompetency, lack of interest or other adequate cause.

If you accept this appointment, sign the blank form below and return it to the Director's office within one week after the receipt of this notice.

Director.

I hereby accept the appointment as specified above. I understand that the appointment carries with it the responsibility for the best interests of my class, and my attendance at all teacher's meetings.

Date _____ Name _____
Address _____
Telephone _____

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- "Item IX. Please do not admit any one to your classes who does not present to you the blue form indicating that he has been properly registered and that his fee has been paid at the office.
- "Item X. Service checks will be issued on the first of each month after the monthly reports relative to attendance and grades have been filed in the office.

"A. R. Graham,
"Director."

II. Pueblo, Colorado

Pueblo is a city of 45,000 population. Vocational subjects are given considerable emphasis. The evening school is called an Opportunity School. H. C. Stillman, Director of Vocational Education, is also the director of the Opportunity School. The author is indebted to him for the following administrative forms used in Pueblo: Those illustrated are quite different in character and purpose from others which have been reproduced. They are self-explanatory. Particular attention is directed to Form 13, a monthly report card of a rather unusual character.

ENROLMENT CARD

PUEBLO OPPORTUNITY SCHOOL

Name

Address..... Telephone.....

Occupation..... Employer.....

Course of study wanted.....

Date Enrolled..... School.....

Fee Paid

Remarks

..... Instructor

4-27-25h

**Pueblo Opportunity School
DAILY CLASS REPORT**

Date..... Bldg.....

Instructor

Absentees:

New Students

Dropped Students

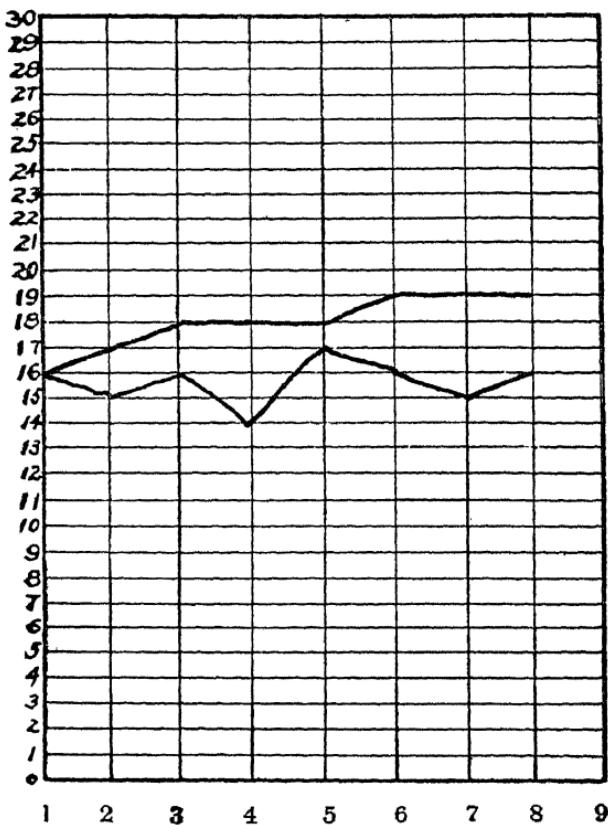
**FORM 12
Instructor's Daily Class Report**

CLASS REPORT CARD

Class Bldg.

Month Ending.....

Instructor.....



FORM 13

Monthly Class Report Card (Pueblo, Colorado) (front)

DIRECTIONS

The figures in the vertical column represent students in the class. Figures at bottom of the card number the vertical lines which indicate the class sessions of the month. If you have 16 enrolled the opening night, you will place small (x) or dot at the intersection of horizontal line 16 and vertical line 1. If on the 2d night you enroll 4 more, but have only 18 present you will place an (x) at the intersections of horizontal lines 20 and 18 with vertical line 2, and so through the 8 or 9 sessions of the month. Each night, or at the end of the month, these points are to be connected by straight lines, which complete the graphic records of the membership and attendance of the class. These records are due in the office on the last school night of each month.

Form 13

Back of Monthly Class Report Card (Pueblo, Colorado)

Pueblo Opportunity School

Certificate of Perfect Attendance

This is to certify that
has attended all sessions of the class in
for the year ending This entitles the holder to one subject
for one semester exempt from fee.

Instructor

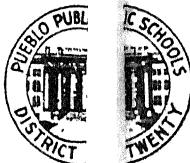
Director

Date

FORM 14
Perfect Attendance Certificate

Pueblo Opportunity School

Department of Public
Vocational Education



Certificate

This is to Certify that _____

has attended evening school in District 20 for _____ hours

and has maintained satisfactory standards and completed the following units

Number _____ Date _____

Place _____

Instructor _____

from _____ to _____

in _____ courses

Superintendent of Schools

Director of Vocational Education

FORM
Certificate of

15
Attainment

III. Milwaukee, Wisconsin

The administrative forms used in Milwaukee, Wisconsin, are suggestive of large city systems wherein duplication of activities is necessary. Milwaukee has a population of approximately half a million. The author is indebted to the Extension Department of the Public Schools for permission to reproduce their forms. Miss Dorothy C. Enderis is director of extension activities, and Dr. W. W. Theisen is assistant superintendent in charge of evening high schools.

Class No.....	Milwaukee Public Schools Registration Deposit Receipt Extension Department No. 21350
Registration Deposit Receipt	Received of..... No. 21350,.....Dollar as Registration Deposit.
Class.....	Date Issued.....,.....192..
Name	Principal
Address	NOTE—Do not lose this receipt. This fee will be re- turned on presentation of this receipt at the close of the term provided that student has attended seventy-five (75) per cent of the number of sessions after enrolment.
Date Issued...192. Redeemed...192.	194 9-23 [Over]

Form 16
Registration Deposit Record

Reverse side bears certificate of attendance, showing sessions since admission, sessions attended, excused absences, percentage of attendance, and teacher's signature, together with space for recording date redeemed.

Class Activity		Report for Month Ending <u>192</u> at the Evening School Social Center					SUMMARY			
Week	Number Enrolled This Year	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	TOAL	AVERAGE
1st Week										
2nd Week										
3rd Week										
4th Week										
5th Week										
Totals										

NOTE: The above daily reports represent the number of people actually in the room at the time designated for counting the attendance.

81-24 MILWAUKEE PUBLIC SCHOOLS—EXTENSION DEPT. Instructor or Attendant

Form 18

Monthly Class Report of Enrollment and Attendance

Monthly Enrollment and Attendance

SOCIAL CENTER
EVENING SCHOOL

Month Ending _____ 192 _____

Principal or Director

Förm 19

Monthly Enrollment and Attendance Report of Schools and Centers, Extension Department

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